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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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The Junior High School; Past, Present, and Future

ARTHUR J. JONES

Professor of Education, University of Pennsylvania, Philadelphia, Pa.

THE JUNIOR high school as it is today may best be seen on the background of its origin and by a consideration of the changes that have taken place in its purpose and organization since it began.

ORIGIN

1. *An indigenous institution*—The junior high school is essentially an American institution. Several prototypes in other countries have been suggested but no evidence has been presented that these had any connection with or influence upon the development of the junior high school in this country. Indeed it is difficult to see how it could have been thus influenced to any degree because the causes for its inception were so intimately bound up with (1) our democratic ideal of equalization of educational opportunity for all and (2) our peculiar "end on" system of schools.

2. *Time of beginning*—While there were, here and there, a few modifications of the regular plan of organization of the school system before the beginning of this century, we may say that the American junior high school is distinctly a product of the twentieth century and really began in the period from 1905 to 1915.

3. *Underlying causes*—In general, the underlying cause of the development of the junior high school was the growing dissatisfaction with the functioning of the school system in operation at the end of the past century. The public high school, like its predecessors, the Latin grammar school and the academy, was distinctly a selective school, organized primarily for those who had scholastic ability above the average. Until well into the present century less than a third of the pupils who began the elementary school entered high school and only a third of these were graduated. The percentage of the entire enrollment of the high school that was planning to go on to college constantly decreased until it was less than ten per cent.

Until the Kalamazoo case settled the question and even after this, there were many who strongly advocated that funds raised by public taxation be not used to support the high school or at least that parents should pay tuition fees. This selective purpose was seen in the curriculum that was narrow and largely dominated by the college-preparatory idea and by the attitude of the principals and teachers of the high schools. This selective idea extended even into the higher grades of the elementary schools. Pupils who failed subjects were automatically dropped from the school not only in the high school but in the upper grades of the elementary school.

Another factor in the situation was the graded system of schools which rapidly developed after its introduction, about 1867. The typical colonial Latin grammar and English grammar schools were largely or wholly ungraded.

While there were divisions of the school based largely upon age and subject matter, frequent examinations made it possible for bright children to progress rapidly and the present idea that every child should stay in one division for one year was not prevalent. The adoption of the graded system with one teacher to each grade and with a certain kind and amount of subject matter allotted to each grade resulted in a gradual stiffening of requirements for promotion from one grade to another and the acceptance of the idea that the time interval for learning a given division of subject matter should be the same for all pupils. It seems difficult to understand why intelligent schoolmen even now should hold to the opinion that no pupil should be promoted to the next grade if he has not successfully completed the work of the lower grade and at the same time refuse to promote a pupil when he has demonstrated that he has mastered the requirements before the end of the year or even allow him to master these requirements in less than the time allotted to the grades.

These factors greatly increased over-ageness in the school, which reached its height in grades five and six, and also increased elimination. The greatest percentage of elimination during the first fifteen years of this century was between grades six and seven, seven and eight, and eight and nine. In addition large numbers dropped out of high school early in the ninth grade. This and the elimination between grades eight and nine were caused also by the lack of continuity between the grammar school and the high school. Grammar-school pupils usually had one teacher who taught all subjects, promotion was by grade and the subjects in the grammar grades were continuations of the subjects in the lower grades. In the high school the pupil had a different teacher for each subject, promotion was by subject, the subjects were, for the most part, new, and a choice had to be made between courses or curriculums without any preparation for such a choice. Consequently the break between the grammar school and the high school was great and resulted in unwillingness of pupils to enter the new and strange school and if they entered, in lack of adjustment. Because of the restriction placed upon rapid promotion most high-school graduates did not enter college until eighteen or nineteen years of age. Several factors were responsible for the growing dissatisfaction with this condition. The gradual change in emphasis from subject matter to be taught to the child and his needs resulting from the belated influence of Rousseau, Pestalozzi, and Froebel, the dawning realization of the implications of the democratic ideal which we theoretically had accepted, the lengthening of the period of schooling for each child, due largely to greatly improved economic conditions, and the continual increase in the time required for professional preparation after higher-school graduation were among the chief of these causes. Another contributing factor, the maximum influence of which was felt somewhat later, was the recognition of the fact, amount, and importance of differences between individuals which came from the intensive study of children and adolescents.

As may be seen, nearly all of these convictions and ideas were definitely antagonistic to the old conception of education as a process merely of assimilation of subject matter and also were opposed to the prevailing notion that one of the chief purposes of the school, especially of the secondary school, was the selection of those fit for further schooling by the elimination of the unfit. This antagonism is not even yet evident to many. The two concepts of education cannot continue to exist at the same time. This caused and is still causing a conflict and a sense of strain that will continue until the implications of the newer concept are fully understood and the concept generally accepted.

PURPOSES AND OBJECTIVES OF THE JUNIOR HIGH SCHOOL

The purposes stated for the junior high school and the improvements which it was introduced to obtain were as follows: (1) to shorten the period of secondary-school work so that the brighter pupils could begin their college work at an earlier age; (2) to reduce the amount of elimination and over-ageness; (3) to provide for an earlier introduction of certain subjects, such as science, foreign languages and practical arts; (4) to bridge the gap between the elementary school and the high school; (5) to provide an atmosphere and introduce educational activities better suited to the adolescent; (6) to provide for the increasing differences in needs and interest of pupils in this period of their development; (7) to provide the opportunity "to explore by means of material in itself worth while the interests, aptitudes, and capacities of pupils"; (8) to make possible the more effective guidance of pupils—individual, educational, and vocational. These are not in many respects mutually exclusive but as a whole, represent fairly well the major consideration leading to the establishment of the new institution.

1. *Shortening the period of preparation*—This, while possibly not the most important purpose, was actually the first one to be stressed. Beginning with the first broadside by President Eliot of Harvard University in 1888, through the reports of various committees of the N.E.A. and the continued stimulus of President Butler of Columbia University, President Harper of the University of Chicago and Professor John Dewey of Columbia University, up to 1910, this objective was stressed and undoubtedly had its effect.

2. *Reduction of elimination and over-ageness*—The need for reform along this line was brought out forcibly by Thorndike, Ayres, and Strayer from 1907 and 1912. The enormous amount of elimination, the cost to the district and loss to the pupil, due to "laggards in our school" and the stultifying effect of repeated repetitions of grades by pupils all were so forcibly and graphically presented that no one could fail to be impressed.

3. *Provisions for an earlier introduction of certain subjects*—It was beginning to dawn upon schoolmen that there was needless repetition of work in grades seven and eight, that the methods used and the subjects taught no longer held the interest of pupils, and that the pupils in these grades were well able to begin subjects then taught only in the high school. The introduction of

these subjects into the eighth grade would allow for a more thorough preparation in Latin and some of the modern foreign languages.

4. *Bridging the gap*—This was probably the most common shibboleth used for the new type of institution. The break was so apparent that there was a tendency to attribute all the other evils to this cause.

5. *Provision for an atmosphere and introduction of activities better suited to the adolescent*—It was taken for granted that most of these pupils were adolescents and that the general atmosphere of the seventh and eighth grades were not suited to their needs. This feeling was no doubt emphasized by the studies and the influence of G. Stanley Hall whose book *Adolescence* appeared in the first decade of the present century. While many of the conclusions of Dr. Hall have been discarded or modified, the lack of suitability of the methods and the activities to the needs of young people was too apparent to be neglected.

6. *Provision for increasing differences in need and interests of pupils*—This resulted largely from the studies of individual differences made by Thorndike and others and was also influenced by Hall's investigation of adolescents.

7. *Opportunity for exploration, experimentation, and provisional choice*—This purpose came more and more into prominence during the third decade of the present century and became, together with guidance, the dominant purpose of the new school. This called for (a) a wider range of subjects offered, including "try out" courses, (b) adaptation of methods, (c) provision for initial choice and the opportunity for re-choice, and (d) study of adult occupations.

8. *More effective guidance*—The need for some means of personal care and help for each individual was recognized early by the school. The transition from the elementary school where one teacher taught all pupils and all subjects and where the entire responsibility for attendance, reports, and promotion rested upon her alone, to the high school where the pupil had a different teacher for each subject and where no one person had the oversight or responsibility for any one pupil was so sudden and the change so great that only those most able to adapt themselves or most callous to conditions could adjust themselves without serious strain. The transition period called for certain very important choices among which were the decision whether to remain in school or to get a job and the choice between the college preparatory and the commercial course or later on, the vocational course. For such choices the pupil needed preparation and wise and personal assistance.

THE DEVELOPMENT OF THE JUNIOR HIGH SCHOOL

The new institution was slow in getting started. It was handicapped in its early stages by the tendency on the part of some to rush in, without an understanding of the purpose of the new school and with the desire only to be con-

sidered "progressive" and "up to date." By adopting the junior high school they gained a cheap and temporary notoriety but retarded rather than promoted the acceptance of the ideas.

1. *Form of organization*—The early junior high schools were of three kinds: (1) the 6-2-4 plan where the seventh and eighth grades were reorganized, (2) the 6-4-2 plan where the junior high school was of four grades and the senior of two (this was never very common), and (3) the 6-3-3 plan which was the approved type of organization. By the nature of the case the 6-2-4 organization was, in the early stages, far more common than any other. Many schools developed the 6-6 plan where grades seven to twelve were a unit. In some cases there was a partial separation between grades 7-9 and grades 10-12, in which the junior high had certain activities and functions of its own and others that were shared by the senior high school. At present the six-year unit is very common and may even supplant the junior high school as a separate unit. Out of the same movement came the junior college which was an upward extension of the high school and was equivalent to the first two years of college. Thus in many places the organization of the elementary and secondary schools was on the 6-3-3-2 plan. During the past fifteen years a new type of organization has developed that shows some signs of vitality and may be the forerunner of a new and possibly more efficient plan. This is the 6-4-4 plan where the eight grades above the elementary schools are divided into two units of four years each.

It would be interesting to trace the changes in the plans for reorganization since the advent of the junior high school. Unfortunately we have no reliable data regarding the relative number of schools that are under each category. The data assembled by the U. S. Office of Education deals mostly with the reorganized secondary school as a whole. For some years, probably nearly up to 1930, the three-year type of school had a rapid increase. During the past decade it is probable that the six-year unit and the 6-4-4 plan have been definitely on the increase.

There has been a great increase in the number of pupils enrolled in different types of junior high schools. Here again, we are confronted by lack of definite data. In 1922, 233,617 pupils were reported in attendance at separate junior high schools and in 1938 the number had increased to 1,430,284. This did not include those enrolled in the seventh, eighth, and ninth grades of junior-senior high schools and six-year high schools. This is a phenomenal increase but is nearly paralleled by the phenomenal increase in the enrollment in secondary schools as a whole. In 1938, the number of pupils enrolled in grades seven, eight, and nine in all types of junior high schools constituted only about a third of all pupils enrolled in these grades in the public schools. From the data at our disposal we are safe in concluding that the junior high school, either as a separate unit or combined with the senior high school, has not yet become typical of our public secondary schools. It seems also to have lost

some of its momentum. Whether it will continue to increase or will gradually diminish in influence, the future alone can tell.

APPRAISAL OF THE JUNIOR HIGH SCHOOL MOVEMENT

It is seldom safe to try to evaluate any single educational movement by itself. The limiting and determining forces are so complex and so interwoven that it is usually impossible to separate them. Such an attempt is especially unwise if undertaken before the end of the era, when the movement has ceased to exist. Nevertheless some appraisal can be made even now. Possibly the safest approach would be to try to discover the extent to which the original purposes and objectives have been achieved. To this end we shall consider each one separately.

1. *Shortening the period of preparation*—It is clear that this objective has not been attained nor has it ever been even attempted. At the very beginning it was wrecked upon the immovable barrier of public opinion in the school. Teachers and administrators alike did not and do not believe that it is wise for children to complete high school in less than the "normal" time. All sorts of barriers are placed in the way of rapid promotion. To judge from the prevailing opinion, some dire disaster awaits those who go to college at sixteen or earlier. No evidence other than "personal experience" is given for this strong belief. Practically every scientific study made of the problem shows that such a belief is groundless. It seems to be based upon the common error that anything that is characteristic of the group as a whole, the central tendency or average, must also be true of every member of the group. Because the average pupil needs a year for the completion of a given division of subject matter every pupil needs the same time no matter how bright he is. Because the average of the group do not attain a certain stage of social and emotional maturity before twelve or fourteen, no member of the group does. President Eliot never intended that all pupils should be accelerated; it was only the select few. It can easily be demonstrated that some pupils in the seventh grade are farther advanced in social and emotional maturity than some in the tenth or even the twelfth grade. Thus public opinion has made it impossible even to attempt to introduce any plan for shortening the period of preparation. In some respects the 3-3 organization makes it more difficult to provide for acceleration because the two periods are so short. The six-year high school has many advantages in that respect. If one were in search of a school organization that would be most effective in providing for a shortening of the preparation, it might well be found in a well co-ordinated twelve-grade unit somewhat on the Gary plan. In such a unit the educational program for each child could be planned in such a way as to provide better for whatever acceleration might be desirable.

2. *Reduction of elimination and of over-ageness*—There can be no doubt that since the advent of the junior high school both of these have been greatly

decreased. It is not clear, however, what influence, if any, the junior high school has had in this respect. The junior high school itself was partly a product of the movement to reduce elimination and over-ageness. School systems that did not introduce the new type of school moved in the same direction. In fact for a number of years the reduction in these two factors was actually greater in the schools that operated on the 8-4 plan than those on the 6-3-3 plan. In the junior high schools, the point of largest percentage of elimination was shifted from between grades eight and nine to grades nine and ten. That is, the junior high school had a greater holding power during its three years, but actually caused a greater percentage of elimination between the end of its course and the beginning of the senior high school. This fact is not presented as a criticism of the junior high school; it is rather a mark of its success. In fact we may say that it is highly probable that the junior high school did result in a larger number of young people receiving more high-school education than before. One of the chief reasons why elimination and over-ageness have been so greatly reduced and have almost reached the vanishing point is that schools now promote without regard to scholastic attainment. The motto now is "one-hundred per cent promotion." Over-ageness is reduced by the simple process of having no repeaters. The strict enforcement of attendance laws has had much to do with reducing elimination before the end of the compulsory school age. Until recently the lack of opportunity to enter gainful employment until eighteen or nineteen has operated to keep many boys in school for a longer period. There was nothing else for them to do but to go to school. Taking all factors into consideration we may say that, while the junior high has undoubtedly contributed to the realization of this objective, it is not the chief cause.

3. *Provision for earlier introduction of certain subjects*—The junior high school has contributed to a slight degree to the introduction of certain subjects into the eighth grade. The gain has not been great, however. The work of the seventh grade remains much the same as it has been, with a larger opportunity, possibly, in the practical arts. Probably as many schools operating on the 8-4 plan as are on the 6-3-3 plan have had such offerings. In the eighth grade we find some general mathematics, occasionally general science, and a foreign language, usually Latin. The introduction of Latin into the eighth grade seems to have been with the idea of making the beginning course in Latin somewhat easier. The beginning of the second year of Latin finds little, if any gain for the plan.

4. *Bridging the gap*—The gap that previously existed between the eighth and the ninth grades is definitely bridged in the junior high school. Bringing the two grades on each side together has in itself operated to close the gap. There was, of course, no need for measures that would adjust the pupil to the ninth grade for he had already been in the school for two years and the ninth grade was no more strange to him than the sixth grade was as he came from

the fifth. But there was more to it than a mere mechanical process. Within the structure of the school itself the process of integration was accomplished. The choice of curriculum, which caused so much trouble under the old plan, has been much more effectively provided for in the junior high school. Some differentiation of work is often introduced into the upper half of the eighth grade, which allows for provisional choice of curriculum. The courses offered in the ninth grade are by no means as varied as those in the first year of the four-year high school and changes can more readily be made. Junior high-school teachers are more alert to the need for helping pupils make their plans and definite provision is made for needed assistance. The transition from one teacher to a grade to the departmental plan is often made easier by the introduction of a semi-departmental plan in the seventh and eighth grades where each teacher teaches two or three subjects. Home rooms were, at the beginning of the period, much more common in the junior than in the four-year high schools. All of these factors operated to bridge the gap between the eighth and the ninth grades.

However, the introduction of the junior high school made two breaks instead of one—one between the sixth grade and the seventh, the other between the ninth and tenth grades. Instead of a unified four-year high school there are two schools of three years each. There is some basis for the opinion that a period of three years is in itself not as satisfactory as one of four in which to make adjustments and formulate plans. As long as the age of compulsory attendance remained at fourteen or fifteen, the break at the tenth grade was much less serious than the one at the beginning of the ninth grade, but when this age was advanced to seventeen or eighteen this advantage largely disappeared. On the whole it must be conceded that the advent of the junior high school did operate to reduce the break between the elementary school and the high school.

5. *Provision for an atmosphere and for the introduction of activities better suited to the adolescent*—One chief reason for the new institution was that the atmosphere, method, curriculum, and general school life in the traditional seventh and eighth grades were quite unsuited to boys and girls in the adolescent stage. This few denied; it was generally accepted and steps were immediately taken to improve conditions. As has been indicated, the curriculum was somewhat modified and a semi-departmental plan was inaugurated; promotion was usually by subject instead of by grade. With the idea that adolescents despised drill, much of this was eliminated. Many types of student activities, including clubs and student participation in school government, were introduced. All of these changed the general atmosphere of the school and provided much greater freedom for the pupil. This was probably the greatest change effected by the new institution and it was a definite improvement.

It must be said, however, that the claim that the junior high was a school for the adolescent was not in all respects justified. By no means all junior high

school pupils were adolescent. There were also not a few adolescents still in the fifth and sixth grades. It was urged that, if the new school was primarily suited to adolescents, those who were in this stage and still in the grades below should be admitted and those who were pre-pubescent should not be in the junior high school. This purpose was very effective as an argument for the change but can hardly be justified by fact. Whether or not this criticism of the basis for the argument was justified, the change has resulted in a better atmosphere for all pupils regardless of whether they were immature, maturing or matured. The change in method, reducing the emphasis upon drill is said by some to have resulted in a definite lowering of the standards in so-called fundamentals. There is some warrant for this claim, for junior high school teachers seem to be placing their emphasis upon broader objectives that seem to them of more fundamental importance, such as character, citizenship, initiative, co-operation, and leadership. If there has been a gain in the accomplishment of these objectives, it may well be that the loss in the "fundamentals" is not so serious as some think.

6. *Provision for increasing differences in need and interests*—It cannot be truthfully said that differences as a whole are greater in the junior high school than earlier; in many respects they are less. It is true, however, that certain differences are greater and it is not for these that the junior high has been established. At the end of the sixth grade the objectives of the elementary school, in mastery of the tools of learning, are supposed to have been largely attained. At this time pupils begin to look forward to the future and to make tentative plans. Interests begin to diverge, outlooks change, plans for the future vary. These differences necessitate a different atmosphere and methods than those traditionally in the elementary school. The junior high school has from the first been conscious of this need and has attempted to provide for it. That it has not fully accomplished this end is perhaps due more to the general rigidity of administrative machinery and to the demands of the senior high school than to factors within the school itself.

7. *Opportunity for exploration and experimentation*—The junior high school was established with the idea that there should be a period for exploration, experimentation, and provisional choice before final decisions regarding curriculum and life work were made. The means advocated to attain this were (1) try-out courses, (2) courses in occupations or "life-career classes" and (3) careful oversight and guidance. For some time many try-out courses were introduced. These were usually short courses intended to sample the abilities and test the interests of pupils. Such courses were organized in English, foreign languages, history, mathematics, and industrial arts, especially shop work. Each course was to be "in itself worth while" and was also to provide for exploration and try out. It was soon found that in order to provide for the attainment of something "worth while" and also to test the interests and abilities of pupils most of these courses must be at least a half year in length; some of

them a full year. It was found extremely difficult to add these courses to the "regular" or "required" curriculum without overcrowding.

As a consequence most of the courses have been dropped and reliance for try out and exploration has been shifted to the regular subjects. The "general" courses such as general science, general mathematics and, in some few cases, general language, have been found to be useful. In many schools the general shop has taken the places of "try-out shops." This objective of try out, explorations, and experimentation is, however, still a definite part of the junior high school but that it is seen more in the spirit of the school and the attitude of the teachers than in school is probably the outstanding and distinctive characteristic of our best junior high schools. While the facilities for guidance are by no means adequate, there is little doubt that junior high-school teachers as a group are more "guidance conscious" than teachers in the standard high school and are more sensitive to the needs of individual pupils.

8. *Sources of limitation*—No critical appraisal of the junior high school can be made without due consideration of the limitations under which it has been working. Chief among these, especially at the beginning, is the extreme reluctance with which the elementary school and the high school accepted the innovation. The reorganization was first effected by the mechanical chopping off of the elementary school at the end of the sixth grade and of the high school at the end of the ninth grade. There was no attempt at reorganization of the school below or the school above. The new school took pupils who had not yet completed the standard equipments for the elementary school and had to prepare them for the second year of a four-year high school. Even yet this situation, in large measure, continues. The junior high school must complete the elementary work in the seventh grade, and also organize the ninth grade in some measure after the plan of the first year of the old high school. This situation was and is further complicated by the fact that many school systems retained the four-year high school organization for some of its pupils. Nor has the junior high school been free to adopt methods which were thought to be better adapted to its pupils if these methods differed from those in the high school. Many junior high schools taught French or German by the direct method only to find that their pupils failed in the tenth grade because the method used there emphasized grammar. In many cases this resulted in the elimination of the direct method.

Another factor that limited the new school at the start was the teaching staff. They were recruited from the seventh- and eight-grade teachers and from teachers in the old high school whose work was chiefly in the ninth grade. Many of these teachers were excellent but few, if any, had any clear understanding of the purpose and function of the new organization and no idea what changes in materials and methods were necessary. Some teachers were definitely antagonistic to the new *regime*. In some cases the high-school teachers assigned to the new school were those whom the high-school principal

was willing to release, that is, his least satisfactory teachers. This operated for some time to retard the development of a real junior high school.

This condition has, happily, passed and the teaching personnel of our junior high schools is among the best in any part of the school system. Still another difficulty persists. This is the lower salary schedules of the junior high school as compared with that in the senior high school. This operates to drain off some of the most ambitious and successful teachers and results in too much change and turnover. Work in the junior high school is more exacting and difficult in many respects than that in the senior high school and calls for a type of personality that is less common. Until the same salary schedule is adopted for the two schools this limitation will remain.

9. *Conclusion*—We must admit that the junior high school has failed to attain the first three objectives. It has partially bridged the gap but at the same time has caused two other gaps. It has partially provided for differences in needs and interests, for exploration and experimentation and for guidance. Its most important success has been in the development of a spirit and atmosphere better suited to the needs of boys and girls and that has fostered initiative, co-operation, leadership, and citizenship. Not the least of its contributions has been its undoubted influence upon the entire school system by emphasizing the need for consideration of individual differences; by fostering a freer, more democratic atmosphere, and emphasizing the need for systematic and organized guidance.

THE FUTURE

What will be the future of the junior high school? Will it continue to develop or will it gradually disappear because it has made its contribution? Is it merely a transitional institution? These questions cannot be answered with any degree of certainty; predictions can be made only on the basis of certain factors and tendencies and then only with extreme caution. Present trends have a disconcerting habit of changing suddenly and new factors appear quite unexpectedly. Some of the most important of these factors and trends may be mentioned briefly.

1. Most of the reforms for which the junior high school was established have already been accomplished in school systems that do not have the junior high school. In some cases these systems have accomplished the objectives set for the junior high school even better than has the junior high school.

2. The junior high school stood primarily for the consideration of the needs of pupils as opposed to emphasis upon subject matter. It struck at the weakest point in the school system—the seventh, eighth, and ninth grades. This attitude toward the child and his needs has permeated the entire system; no longer does it appear that grades seven, eight and nine need more consideration than the other parts of the school.

3. While the junior high school did solve some pressing problems, it created others that were not present before.

4. There is a distinct tendency in our educational thinking to stress the need for the formulation of an integrated educational program for each child according to his needs from the kindergarten at least through the high school. Such a program can, perhaps, best be accomplished in a school where there are no breaks at all, that is, a twelve-grade system. The tendency, at least, seems to be for a longer unit in the secondary school; either a six-year unit or two four-year units.

5. The separate junior high school is not adapted to the small high school and most of our high schools have an enrollment of 125 or less.

Those considerations lead to the conclusion that in all probability the junior high school, while its contribution to educational reform has been great will gradually pass from the picture as a separate school, just as the English high school and the academy have passed and as the four-year high school and the four-year liberal arts college will pass—each making its contribution, but each representing a transition from what is past to a more effective institution to be established at some time in the future.

NEWS NOTE

TRENDS IN EDUCATION—The *Curriculum Progress*, a publication of the Washington, D. C. public school system and edited by Dr. Carroll R. Reed, reviews its work in the secondary schools for the year 1943. The following is quoted: Trends in education may be compared with growth in that the change is gradual and over a short time may not be perceptible. However, from comparisons at intervals of ten years, evidence of trends is apparent. One of the most pronounced trends on the junior high-school level is the transition from a relatively narrow conception of the purpose of education to one which embraces the pupil in all his aspects. Teachers are still vitally concerned with the development of skills and increase of knowledge but in the last few years there has been a decided tendency toward interest in matters of health, attitudes, and behavior. The teacher has assumed duties which formerly were left to home and church. Development of attitudes of fair play, of respect for authority, for person, and for property are all a definite part of the teacher's work. The teacher is now interested in the behavior and conduct of the pupil because these elements are, as such, a part of the individual and, with all other aspects of life, make the "whole child."

Three distinct features of our senior high schools merit attention. *First* is our development of a part-time co-operative work-study program in retail selling and in business education to help the war-manpower shortage and provide an effective instructional medium by permitting students to attend school one-half a day and to work the other half at prevailing wages under supervision of employers and teacher-co-ordinators. *Second*, our pre-induction courses in mathematics and science constitute a challenge. After the war how much shall we salvage from these courses to keep the newer content and how much shall we drop from older courses? *Finally*, should the great expansion of courses in aviation be permanent in the curriculum, or will their usefulness have been served when war ends? Will new personnel trained in high schools be needed in the next ten years, or can existing personnel satisfy needs of postwar commercial aviation?

The Junior High School in Transition

GERTRUDE A. NOAR

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THE PERSONNEL of most urban junior high schools maintain that the planks of the platform upon which this level of secondary education was founded are still valid. Exploration, guidance, activity are the dominating purposes and determine the curriculum. In the 1930's these were provided for by offering many subjects; a superimposed homeroom program, and clubs at the end of the day. The net results of such organization were a pupil load of between two hundred and three hundred for each teacher, short daily homeroom periods overburdened with administrative details, a full length period at the end of one day in which "lessons in guidance" were "taught," and a club program most of which has little appeal for pupils and which teachers regarded with loathing.

As knowledge of early adolescence has increased, it has become increasingly evident that the junior high school organized in this way, fails to meet the fundamental needs of its pupils and places upon its teachers an insufferable burden. It is my purpose in this article to describe how a large junior high school can overcome some of the difficulties, and can meet more of the needs, as, within the administrative restrictions set up in a large city, it moves in the direction of the school of the future.

The subject areas included in the junior high-school curriculum are either prescribed by the state or so engrained in tradition that they cannot easily be changed or eliminated. There is no reason, however, for continuing to offer these in watertight compartments at intervals of forty minutes separated by bells. So far the curriculum setup which offers most in the alleviation of these ills, is that type of core most frequently described in the literature of the eight year study of the thirty schools.

DETERMINING CURRICULUM

In a recent article¹ Dr. W. H. Kilpatrick described this as follows: "In place of the present departmentalization, the central feature should be a block of time devoted to general education. This should be under one teacher. It should not be by subjects but by vital activities suited to the adolescent age." In the same article, Kilpatrick describes general education as "education for life which has to be learned in life." He says it constitutes those aspects of living which all should have. The first approach to this type of curriculum must be one of in-service education of teachers. Their dissatisfaction with pupil response, with their failure to achieve skill in the tool subjects, with increasing numbers of personality problems growing out of maladjustment leads directly to a study of adolescent growth and development, of basic personality needs,

¹"The General Education Morally Demanded," *Frontiers of Democracy*, May 15, 1943.

and to an examination of the curriculum in the light of this new knowledge. As soon as teachers accept the facts revealed by the study of individual growth patterns, they are ready to modify techniques of mass instruction. As soon as teachers accept the facts revealed by the study of individual growth patterns, they are ready to modify techniques of mass instruction. As soon as they realize the role played by the need for affectional security for "belonging," they are ready for a pupil schedule which allows them to keep a group of pupils for a sufficient part of the day and for enough semesters to establish a personal relationship with them. As soon as they know the effect of frustration growing out of the failure of a child to achieve adequacy and to gain recognition and reward, they are able to attempt the difficult task of setting up classroom experiences which will give each child an opportunity to do a job for which he is adequate and by which he may serve the best interests of the group. As soon as they see the restlessness, the daydreaming, the gang escapades in the light of the human need for new adventure, they know that the old-time requirement of a class sitting quietly while a textbook recitation is in progress, must be changed.

ORGANIZING THE SCHEDULE

The second step, then, is the organization of a new pupil-schedule. The restrictions on an urban school may make it advisable to move cautiously in the direction of the desirable half day of general education advocated by Kilpatrick.

There should be, however, no difficulty in combining three areas. The periods devoted to English, social studies, and home room make up about one third of the day. This can be scheduled as a block of time and be placed in various positions according to the organization needs of the entire school. The following roster types are illustrative. The shaded portions indicate the time spent with the teacher of general education.

| | HR | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|----|---|---|---|---|---|---|---|---|
| M | | | | | | | | | |
| T | | | | | | | | | |
| W | | | | | | | | | |
| T | | | | | | | | | |
| F | | | | | | | | | |

| | HR | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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| | HR | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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In every case an early morning record-keeping period of fifteen or twenty minutes is included. The core is supplemented by required courses in mathematics, physical education, hygiene, music, art, and practical arts.

If in some grades, science is offered in addition to social studies, that subject time can be included in the general education block. If there is neither time nor teacher allowance for both, then the science time can replace the social studies time in the block.

The next questions to be answered, are: Can this schedule be developed for an entire school? What teachers can best be used? All English, social studies, and science teachers can be used. These, in all probability, constitute no more than one third of the faculty. If it becomes evident, then, that a core curriculum can be organized for only part of the school, the lower half is undoubtedly the place to begin. In most schools the number of teachers in the departments indicated will be sufficient for grades 7A, 7B, and 8A.

For each teacher taking part in this curriculum, the number of different pupils with whom she must become acquainted is decreased by about one hundred. She should remain with her class for the entire three semesters and so the advantage in terms of periodic readjustment for her and the pupils becomes cumulative. Inasmuch as the time for home room is included in general education, guidance is no longer a superimposed program but becomes part of the daily activities and is inherent in the pupil-teacher relationships that are established. The need for additional staff members to help advisers deal with individual problem cases, decreases. Disciplinary cases, also are less likely to become critical. Repetition of the grade is practically abolished. Most general education teachers say "Let me carry John on with me, I begin to see growth and adjustment."

Schedule makers may be dismayed by the fact that no longer can all classes in the school be sent to full length home-room periods at the same time. It is not necessary to do so. Nothing suffers. Students' Association sponsors may ask what will happen if Monday's eighth period isn't to be used by all sections for class meetings? Nothing will go wrong, if each general education teacher makes sure that her class has such a meeting once each week.

The third question to be answered concerns content. Shall the general education teacher continue to cover the courses of study devoting one period each day to English and another to social studies or science? If this is done, there is but small gain to both teacher and pupils. To achieve the full purpose of the core curriculum, these courses as such must be set aside and bells must no longer be used as signals to begin or end activities and learning experiences. The problem of content is by far the most difficult one the teacher has to meet. It cannot be considered apart from the fourth question—What of technique?

At this point we must return to Dr. Kilpatrick's definition—"education for life, learned in life, constituting these aspects of living which all should have."

The simplest, most direct breakdown of that broad statement would lead us to include experiences involving first—the use of English as a tool for self-expression—written and oral; as a medium of exchanging thoughts with others—spoken, written, printed; and as the means of learning to appreciate literature. The second element would of necessity include learning to be the best kind of citizen in our democracy. This would include experiences in the more formal areas called history, civics, social studies and global geography, as well as those elements of personal living which involve the understanding and practice of democratic processes and procedures. The third element must come from the scientific areas involving investigation, understanding, and appreciation of the physical and biological world in which we live and man's place in the universe.

INTEGRATING SUBJECT MATTER

At once it becomes apparent that these areas are so vast that in one, two, or three school terms but little can be accomplished. This is also true of the old "courses of study." It also becomes evident that all three are so closely related and interwoven that the separate compartment type of organized subject matter is no longer acceptable. The questions to be faced, then, are: what topics, what areas, how shall they be chosen, when shall they be presented, how can appropriate learning experiences on the junior high-school level be organized?

As a school moves forward, probably the faculty will try out different methods. It is possible to decide that each grade shall work within a predetermined broad area. The teachers would make such decisions before the school term begins. It is also possible to allow each teacher to act as an individual, using topics which seem to her best to fit the needs and interests of her pupils. It is essential, of course, that accurate records of topics studied by each group be available through the years, and that groups be kept intact in order to prevent repetition of the same topics by a given group of pupils. No orderly progress can be expected unless the experiences are organized around a "center of interest." The classroom begins to be an experience in democracy when pupil-teacher planning is the technique used for the determination of that center and for the setting up of adequate and appropriate learning experiences through participation in which each child may grow.

Probably no one has made greater contribution to the understanding and practice of this technique than H. H. Giles in his book *Pupil-Teacher Planning*. It is one of the "musts" on the study list for teachers in a core curriculum. The complaint that pupils cannot think disappears as teachers realize that children enjoy discussions of the purposes of education, that they can examine their own learning experiences to determine where they stand in the process of "becoming educated citizens" and become excited with the thrill of deciding what next step is to be taken in order to send them further along the road in

that direction. Critical judgment must be exercised and developed as pupils set up criteria upon which to base their examination and choice of topics listed by the class.

PLANNING PUPIL EXPERIENCES

The ability to determine and follow a plan is one that will be of increasing importance in America, and to see pupils grow in this direction produces great satisfaction. Probably among the greatest difficulties for traditionally trained teachers, are those involved in providing for growth in the field of English and for abstracting from many classroom experiences those which can lead to home assignments. Time must be set aside each week for both reading for fun and writing for fun. These experiences are rich in possibilities. Diagrams may serve better than many words:

| <i>Reading for Fun</i> | | <i>Ninety Minute Period</i> |
|---------------------------|---------------------------|-----------------------------|
| <i>Fifteen minutes</i> | <i>Fifty minutes</i> | <i>Twenty minutes</i> |
| Discussion— | | Discussion— |
| The book I am reading | Reading— | An exciting incident |
| Why I like it | individual decision as to | Why you should read |
| My favorite character | how much more is to be | this book |
| etc. | read at home during the | The story so far |
| noted by teacher | week. | Words I did not know |
| errors in grammar | | etc. |
| errors in words | | Individualized spell- |
| individualized home work | | ing lists to be learned |
| handed to pupils during | | at home. |
| reading period | | |
| <i>Writing for Fun</i> | | <i>Ninety Minute Period</i> |
| <i>Twenty minutes</i> | <i>Fifty minutes</i> | <i>Fifteen minutes</i> |
| Discussion— | Writing— | Discussion— |
| what I am going to write | Teacher visits individ- | This is what I wrote |
| about, suggestions as to | uals to help. | Suggestions for im- |
| what you might include | dictionaries used | provement by class- |
| good opening sentence | spelling lists grammar | mates |
| notes by teacher and | and usage — drills as- | revision and re- |
| assignments for home work | signed to individuals on | writing at home |
| as in "reading for fun" | basis of errors revealed | |

This type of reading can best be carried on if a classroom lending library is developed. In it there must be books of every description and *all* levels of ability if individual tastes and mentalities are to be provided for. Instead of the written book reports which follow a formal outline, or even of the ornately covered booklets developed by junior high-school teachers, a simple record of reading done, is sufficient. This might be placed on the front of a folder within which the pupil keeps the original and finished copies of his writings. The pupils are able and eager to decide what shall be recorded about their books and never fail to include time required to read, descriptive remarks, facts

about author and settings, and so on. The odium of book reports disappears but the objective is achieved. Such a record folder and its contents becomes visible evidence of growth as the year progresses.

The projects in social studies and science also become rich sources of home assignments. Research to be done, outlines to be made, radio programs to be listened to and reported, movies to be seen and described, pictures to be gathered for bulletin boards, illustrated booklets and scrapbooks, posters to be undertaken, trips to be made, committee meetings to be held, are all legitimate after-school and in-school activities. If more can be scheduled for "homework," then the school time can be used to get teacher help in planning and understanding, and to report to the class as a whole.

These projects are all rich in experiences through which facility in the use of English is advanced as a necessity rather than as lesson learning. Conducting interviews, telephone calls, letters of invitation to speakers, of appreciation for help, for making arrangements for trips—all require careful consideration of what is to be said and written. Discussion of radio English, of the content of broadcasts, of the plots of movies, of acting techniques, and scenario writing are all of real value to pupils.

SELECTING A CENTER OF INTEREST

No general education classroom is complete without newspapers and magazines. The study of these from the English standpoint as well as from the current events angle, provides meaningful and essential work both in and out of school.

One of the most baffling jobs is the actual selection of a center of interest, and the delimiting of it to those proportions determined by the time and maturity elements. Although the democratic process of voting is usually desirable, care must be taken to postpone the vote until a consensus of opinion emerges. This can best be created by allowing sufficient time for pupils to present arguments for and against, and by examining topics critically in the light of the criteria and objectives which the pupils and teacher have set up. Unless much suggestive material is available in the room for examination while this preliminary process is under way, the results will not be satisfactory. Pupils' minds are unable to see the possibilities in topics suggested, nor are they able to define and devine all of their own needs and find suitable subjects for them.

To be more specific, if it seems desirable that centers of interest come from the fields of housing, transportation, communication, industries, the American way, aviation, the Armed Forces, or global geography—then in the room there should be available for examination, maps, globes, geographies, atlases, history books, the Row-Peterson booklets on the Freedoms, the Keleher Picture Fact books on the working world, the Building America Series, the Unit Study books, pictures, magazines, books and pamphlets dealing with airplanes,

soldiers, sailors and their equipment, and so on. If the center of interest should come from the science area, then the room should be equipped with samples of science apparatus and equipment; with collections of birds, insects, flowers, leaves; with the Row-Peterson booklets on living things; with science texts, charts, diagrams, and pictures. As interests narrow down unrelated material can be removed and more of the appropriate ones added.

As work gets under way, failure of the teacher to plan not only her own large source unit but also her weekly and even daily periods produces chaos. Questions such as the following must be answered: "Shall all committees meet at once in the room?" No—if so the noise is apt to militate against success. One committee at a time might meet with the teacher while the others are at work with books. Another committee, not needing teacher help, might move into the corridor or to a near-by conference room or empty classroom. This will be successful when the pupils have a definite job to plan and know they must show the teacher the results at the close of the period.

Another question—"Do we wait until the unit is finished to hear reports?" No—if you do, some committees will wait too long to get under way. Moreover days given to listening to reports are tedious. Arrangements must be made for daily progress reports from some committees so that all report at least once each week.

EVALUATING RESULT

"How should a unit end?" is another difficult question. Rather than a series of reports some culminating activities should be planned. A quiz program, an assembly play or pageant, a program for parents, an issue of the school newspaper, an exhibit, a book written, illustrated, presented to the library,—all these have been used. Many other activities will be suggested by the pupils.

And finally, what of evaluation? "How shall I rate these pupils, what records shall I keep." These, too, are questions requiring thought. To quote the words of Dr. Philip Boyer, Research Director in the Philadelphia Public Schools—"Evaluation must be continuous, comprehensive, co-operative." Much of it is based on judgment but this is dangerous unless anecdotal records are kept and carefully interpreted. Teachers of general education usually keep a "page" for each pupil and record on it descriptions of incidents which reveal character traits, and growth in the direction of the desired personality. The reading-writing folders referred to above are evaluation instruments. Standard tests in reading usage and spelling skills should be administered, preferably near the beginning and end of each semester, so that the extent of growth is revealed. Attendance records and records of offices held and services rendered are indicative of adjustment and development. Tests can be devised to show social sensitivity, ability to plan, critical thought and judgment, and ability to follow directions, to choose wisely, to gather information, and to

observe. These need not be long and difficult. Frequent shorter tests are often more easily handled and are fairer to the pupils. Observation of the pupils is the source of much information about them and teachers need to learn how to take time out to look at their pupils. Information tests, the quiz program, the content of written reports can all be used as basis for ratings in these as in more formal classrooms.

If the core curriculum is to end with the 8A term, the 8B offering must be re-considered. In the light of all we know about youth, this is too soon to launch into specialized curriculums based on choices made in the 8A term. Much success comes from providing for wider and more truly exploratory experiences in the 8B term. This also serves to bridge a gap from the core curriculum to the traditional setup still required in the ninth year by reason of the senior high-school demands.

The following plan has worked well. All pupils have those subjects required by state requirements throughout the term—namely English, mathematics, physical education, hygiene, music, and art. The other subjects are organized into two groups: shop, clothing, science, and junior business training form one group while foods, mechanical drawing, social studies, and introductory foreign language study form the second group. Every pupil experiences both groups on a nine-weeks basis. Boys and girls are not segregated for practical arts work. In all of these subjects content and method are used to open the field, to point toward possibilities for continuing specialization, to discover abilities and interests.

REPORTING PROGRESS

Instead of report cards on which E, G, F, P, VP, are recorded as achievement ratings, the form on the next page is issued at the close of the eighth week.

On this each teacher writes comments about the pupil, attempting to include the following elements: human relationships—attitude toward the subject area, including interest and effort; ability to do the work of the subject field exclusive of effort recommendation for course selection for next term.

Most of these comments are written in the presence of the pupil and so help to achieve the personal contact and guidance which the brevity of the course might eliminate. The pupils, teachers, and parents react exceedingly well to this 8B curriculum.

The usual disorganization noted in 8B pupils is decreased. Fewer disciplinary problems arise. Attendance remains high. There are fewer unwise choices made for the ninth-year's work.

And finally, what of the ninth year? New avenues are open. Girls may choose industrial courses, boys may go into home economics. Social studies is available for other than college preparatory groups where history is still required by the senior high. Science is opened to all groups. Daily work in instrumental music is offered. Spanish is included in the language offerings to

8-B REPORT*Gillespie Junior High School*

NAME..... DATE.....
 DAYS ABSENT..... HOMEROOM..... TIMES LATE.....

| <i>Subject</i> | <i>Periods</i> | <i>Comments</i> | <i>Absences</i> | <i>Teacher</i> |
|----------------|----------------|-----------------|-----------------|----------------|
| Adviser | | | | |
| Art | | | | |
| English | | | | |
| Hygiene | | | | |
| Mathematics | | | | |
| Music | | | | |
| Phys. Ed. | | | | |
| Junior | | | | |
| Bus. Training | | | | |
| Foreign | | | | |
| Language | | | | |
| Science | | | | |
| Social Studies | | | | |
| Clothing | | | | |
| Foods | | | | |
| Mech. Draw. | | | | |
| Shop | | | | |

PARENT'S SIGNATURE.....

commercial and college preparatory students. General mathematics made broad enough to reach from fundamentals to mensuration is included for all and within it much attention is given to consumer education and elementary business practices. The home-room time becomes something of a core devoted to the social living needs of the pupils. In these periods they initiate, organize, and carry on their group activities and receive whatever group and individual personal, educational and vocational guidance can be accomplished in so short a time.

PROVIDING FOR ALL

This article would be incomplete without reference made to provision for students who are not able to fit into the groups described so far. It is possible to provide for them in several different ways with an attempt to meet their varying needs. Some pupils in the junior high school are physically and so-

cially mature but are somewhat mentally underprivileged and are totally unwilling to do home assignments, to read books, to do arithmetic, to make use of study-hall opportunities, and so on. For these a broad field approach to social studies through problems of living, and to creative outlets through appreciation of art, literature, and music, seems more nearly to meet their needs. Remedial work in reading, learning to use good English through ear training, enough drill in fundamental arithmetic and writing to meet life's ordinary requirements, much practical arts, physical education, and hygiene constitute the remainder of their curriculum. An article dealing with this problem appeared in the December 1940 issue of *The Bulletin of The National Association of Secondary-School Principals*.

There are other groups of pupils who vary so widely from the normal that special provision needs to be made for them. One group is made up of boys who present disorganized personalities which lead them into all kinds of classroom disturbances. For these we have provided a teacher who knows how to organize an activity program on the junior high-school level. Her room serves as home base. In it the boys engage in activities of the traditional type in such areas as reading, writing, and arithmetic. They plan and carry on activities around centers of interest in the areas of social studies and science. Each boy is sent out from that room to the gyms, shops, and home economic rooms, in as frequent and varied a program as will meet his individual needs.

The other group consists of the quiet more or less withdrawn pupils who are suffering from inadequacy and consequent inferiority maladjustment. For them a single teacher especially equipped to do remedial work, serves as home base. The group as a whole organizes and carries on integrating experiences in the fields of social studies and science and creative work in art, music, and literature. Reading, writing, and arithmetic instruction is provided to small sub-groups or individuals on the level at which they can function. This may be first to fourth year proficiency. Again, as with the former group, individualized supplementary schedules in physical education and practical arts are arranged.

If to this description of the classroom work of the junior high school, you add the Students Association activities—elections, participation in management and control, class and home-room meetings, dances, movies, parties, entertainments, patriotic assemblies; a rich and varied club program; the many activities connected with the War—selling stamps and bonds, collecting and selling scrap and other salvage materials,—you may be able to join with the writer in the belief that the junior high school is more nearly realizing its mission as it makes the transition into the school of the future.

School-Community Relations

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THE PROBLEM in school administration that is currently most discussed by educational writers concerns public relations. Although the policy of keeping the public informed concerning its schools should date from the earliest public schools, nevertheless recognition of such practice is principally found during the past fifteen years. That public relations is a vital part of school administration comes from the fact that it is a very important responsibility, requiring careful, intensive planning and execution because of the fundamental purposes it serves.

THE NEED FOR INTERPRETING THE SCHOOL

We know that the schools need a larger measure of good will, especially that mutual understanding of the aims, the achievements, and the problems of the schools. Ineffective public-relations policies are proving very costly in giving rise to attacks in the press, action of pressure groups, or opposition of uninformed citizens. The improvement of the schools is an accepted responsibility for professional leadership. Provision for the administration of a school-community relations program should be an accepted responsibility of the principal. The American public has had great faith in its school system. This is evidenced in the growing demand for the extension of educational facilities and increased support of education, not only in local districts, but in the state and Federal appropriations for education. It is a serious mistake, however, to assume that the general public understands its schools or appreciates the efforts to provide adequate education for all the children of all the peoples. That the problem of favorable community publicity is now recognized as a new importance for the principal is indicated by the number of books and articles on the subject that have appeared in recent years. In all probability this increased attention to the problem is due to the general success of corporations in their public relations and advertising programs. Industry has employed professional public-relation directors to make friends with the people.

THE NATURE OF INTERPRETING THE SCHOOLS

In 1927 Moehlman indicated clearly the need for considering the function as a professional service designed to collect and disseminate factual information soundly and efficiently. Interpretation of facts carefully gathered, conscientiously analyzed, and truthfully presented is the basis of a substantial public-relations program. Moehlman presented in detail the techniques as applied to serving the community's needs and in meeting the school system's needs. This program constitutes a two-fold service of (1) keeping the public intelligently informed regarding the educational program and school conditions and (2) interpreting for the teachers and school the community reactions

and the patron's attitudes toward the educational program. The purposes involved will reflect the school philosophy.

From a beginning of indifference to public attitudes through successive stages of publicity, educational interpretation, and mutual understanding, we approach the philosophy of co-operative endeavor in the interests of complete child welfare. The philosophy should grow as the individual increases in his study of the school and community relations. His philosophy should fit most completely present changes in society and the urgent necessity on the part of all concerned in the educational process to weld the school and community interests, values, agencies, materials, and institutions adequately in the interests of a better democratic way of living for all children.

The policies are a direct outgrowth of the school philosophy. The final organization achieved over a period of years will be the community co-ordinating council. This is the desired end and not the beginning.

Burnham Charter, professional public relationist, has summarized some of the standards by which industry talks to the people: "In the first place the problem is that of making friends of the people with whom the organization deals. We should try to make our conversation interesting. Secondly, speak the public's language. Thirdly, and this is something which may be foreign to general education procedure, if we see trouble ahead, let's explain it first before someone else tells it or someone gets hurt by it. Fourth, people won't fight our battles unless we are ready to fight them ourselves. Fifth, if we are going to fight, fight for something, not merely against something; if we oppose a measure, we should endeavor to make a constructive suggestion. Sixth, when we talk to the public, we should talk at a time when the public will listen, not at a time that happens to be convenient."

From an educational standpoint the standards for a public-relations program are generally reported as four-fold. (1) It should be based on the desire and practice of telling the whole truth. This involves the presentation of facts to show the actual conditions with interpretations based on sound educational principles. (2) It should be continuous. This implies keeping the patrons regularly informed concerning the educational program. This includes the development of policies, rather than the defense of actions already taken. (3) It should be thorough. This means careful consideration of the community attitude toward the school and the school's provision for the betterment of the community. (4) It should be effective. This admonishes the presentation of facts in a forceful, compelling, interesting manner to the patrons.

THE MANNER OF INTERPRETING THE SCHOOL

In planning a public-relations program for a school, the principal should develop it as a phase of the administrative work. The board of education represents the people in determining the general policies and regulations of the school. The principal will contribute to the formulation of the general pro-

gram from which the specific manner of interpretation will develop. While early writers spoke of (1) written agencies, (2) visual agencies, (3) oral agencies, and (4) social agencies as the manner of interpretation, recent thought is concerned with the responsibilities of the individuals or groups who democratically share in school work.

THE PLACE OF THE PUPIL

In spite of any advertising campaign or enticing slogan or buying inducements, the measure of an industry's value is in its product. The value of an educational program is measured not so much in its philosophy, its personnel, its activities, or its school plant, as in terms of pupils who are the products of the program. After all, whatever means may be used toward securing superior public relations, the crucial factor, insofar as parents and the general public are concerned, is what happens to their children while they are in school. The first concern of the school is in the development of the pupil. The nature of children's school experiences, their attitudes toward the school, their successes and failures, contribute in large measure to the development of the patrons' attitudes toward the educational program of the school. All these school experiences contribute inevitably to establishing a lifetime attitude toward the school. The memories that adults retain of their school are important factors in shaping their attitudes toward their children's school. The interpretative influence of pupils is not confined to the home. The junior high school pupil is entering upon a period of enlarging community contacts and social interests. Child society is a reflection of school procedures, interests, direction, and spirit. Although the source of greatest and most continuous influence on the part of pupils should be their regular school work, nevertheless, their activities, publications, and outside interests reflect the school more than their reports of school progress. Pupils should know of school policies. The democratic school encourages pupil participation in all phases of school endeavor.

THE PLACE OF THE TEACHER

Professional counsel has it that the critical point of school public relations is the classroom teacher. This is a great compliment to the profession when we analyze this statement. Junior high-school pupils understand the functions of education in a democracy. Through the participation of pupils and teachers in school administration, they become more conversant with school problems and can better interpret the school to the patron. The participation of the teachers will involve, (1) their relationships with the pupils, (2) their contacts with the parents, and (3) their leadership in the community.

The teacher's responsibility is toward the pupil in the direction of his learning. The establishment of friendly effective working relations with pupils is a most important duty for teachers. The attitude of pupils toward their teachers too often reflects the attitude of teachers toward pupils. In working

as sponsor, as guidance director, as home-room teacher, and as classroom instructor, there is ample opportunity for teacher-pupil planning and conference. It is in this democratic leadership that pupils learn to participate in their school. Mutual confidence and respect grows out of the school work and goes out to the home and community. When pupils like their teachers, they like their school. *What the child thinks of the teacher, the home thinks of the school.*

In contact with the parent the teacher should show the same wholesome interest in the child that exists in the classroom. Teachers are visiting the homes more frequently. Many schools make provision for teachers' visits to the home. *The interest in the home fosters better interest in the school.* Parents and teachers are associated in parent-teacher associations where the opportunities are given to produce understanding, secure co-operation, and create good will between the home and the school. Parents should be encouraged to visit the school, not alone for special occasions but informally. It is then that the teacher is at home and can reciprocate the cordiality shown by the parent in the home.

Teachers must participate willingly and cheerfully in many important community activities. Community confidence and respect are the rewards of this experience. Teachers are expected to take the role of a good citizen and to assume places of leadership in various social and civic efforts to improve the community. It is through these contacts that teachers best discover public attitudes, correct wrong impressions, furnish definite facts, and serve the interests of the pupils in the school.

THE PLACE OF THE PRINCIPAL

The principal must assume the major responsibility for interpreting the school to the pupil, the teacher, and the patron. In addition to planning and co-ordinating the work of others, the principal has the task of personal interpretation of the entire program. The principal's contact with the student body will be developed through his direction of the student council, his guidance activities, and contacts with the individual pupil. The faculty meeting brings together the principal and teacher in a planning relationship that exists between teacher and pupil. Democratic administration will be shown in the faculty meeting where principal and teacher discuss together their problems, policies, and program for the school. The principal's approach to the patron may on occasion come through the home visit, through the personal contact or telephone conversation in the school office, and through reports to the parents. The principal's role as educational leader in the community permits him to find many opportunities to explain his philosophy. *The reaction toward the principal in public meetings reflects the judgment of the community toward the school.* The principal cannot afford to become only a passive participant or one who delegates all his authority or, in the time of crisis, he will find he

has lost or granted to others the values of his program. Probably his most influential work will be the development of a democratic co-ordinating council.

THE PLACE OF THE PATRON

Education is a multi-sided social process that places many obligations on individuals, agencies, and institutions other than those associated with the public schools that will provide for the maximum good for the child. The very nature of this task demands that there be a policy of mutual inter-action. The public will recognize contributing agencies which foster the educational growth of the community. These outside agencies may include the personnel of the school; they do include the patrons of the school. The patron desires to be informed and in his quest for information becomes an informer. He who understands best the policies of the school can best interpret the school to others. The parent wants to share in the experiences of his child and will seek opportunities to express his opinion of the child's progress, his appreciation of the teacher's work, and his approval of the school.

THE MEANS OF INTERPRETING THE SCHOOL

The development of a plan for public relations requires the selection of the material and means of presenting desirable information. The means of interpreting the school may be grouped according to the major responsibility for its preparation. In such a division there must be much overlapping since there is widespread co-operation. The means of interpretation may be assigned to the responsibilities of (1) the principal, (2) the teacher, and (3) the pupil.

The principal assumes major responsibility for: (1) reports to the board of education, (2) annual reports, (3) the budget, (4) house-organs, (5) teachers' books, (6) handbooks, (7) publications, (8) newspaper articles, (9) school exhibits, (10) commencement, (11) the curriculum, (12) courses of study, (13) faculty meetings, (14) moving pictures, (15) radio programs, (16) patrons' nights, (17) speeches, (18) surveys, (19) supervisory visits, (20) supervisory conferences. These items more specifically deal with his relations with the community through the board of education, the teachers, the pupils, and his personal contacts.

There are many agencies and activities available in which teachers are directly concerned that are useful in interpreting the schools. The pupil is usually directly concerned in many of these contacts and may prepare the *media* through the direction of his teacher. The teacher seems to assume major responsibility for: (1) report cards, (2) letters to parents, (3) bulletins, (4) home visits, (5) parent conferences, (6) exhibits, (7) health service, (8) guidance, (9) parent-teacher organization, (10) newspaper publications, (11) attendance, (12) sponsoring student activities, (13) participation in community civic organizations, (14) inter-school visitation.

The agencies through which pupils may interpret the school are more

closely associated with the school by the public than *media* which are assigned to the principal and teacher. Since the school is viewed generally in terms of child development, children's activities more markedly interpret the school. The child is the purpose for the school's existence, therefore it becomes important that there be opportunities in every school and community whereby he can take a part in co-ordinating these desirable relations in terms of his own development. The agencies attributed to the pupil are not entirely his own; they are sponsored by teachers, coaches, or directors; however, they are increasingly becoming pupil responsibilities. Means of pupil experiences are: (1) pupil publications, (2) the school paper, (3) the school columns, (4) the school magazine, (5) the yearbook, (6) student handbooks, (7) class bulletins, (8) greetings, (9) home announcements, (10) student council, (11) student activities, (12) forensic activities, (13) athletics, (14) dramatics, (15) music festivals, (16) school assemblies, (17) home-room programs, (18) club activities, (19) class societies, (20) class days, (21) play days, (22) pal parties, (23) patrons' days, (24) education week, (25) commencement, (26) alumni association.

The *media* here given have been those judged the direct responsibility of the principal, teacher, or pupil. Within the school is a group of non-professional employees and without the school is the patron who also have means of interpreting the school. The non-professional staff have many contacts and opportunities to develop the school-community relations which are readily associated with the employees.

This changing life has brought about many changes in education procedures. The little red school had no definite public-relations program nor was there a thought concerning the organization for interpreting the schools. A new and large school had replaced the little one-room building. A more complete population has replaced the neighborly farmers. Now it is necessary to formulate a program that will effectively reach all patrons. Various procedures according to the philosophy of the school may be used to interpret education, but the co-operative efforts of the entire personnel of the school are needed for an adequate program. A greater degree of understanding of the needs, purposes, and problems of the school will bring a citizenry rallying to participate in a wider, more constructive use of the school as a force in the community.

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Ungraded Classes in Junior High Schools

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OUR AMERICAN democracy guarantees to each citizen the right to life, liberty, and the pursuit of happiness. Every child, whatever the quality of his intelligence or the limitations of his ability, is a citizen in the making. Public schools were established to help each individual to become an effective citizen. The effective citizen not only serves himself, but he also serves society by knowing and obeying the laws, by doing well the work for which he is fitted, and by living in brotherhood with his fellows.

The school, therefore, is concerned about the individual child, and the teacher should continually ask himself the question, "How can I help this youth with his distinctive aptitudes and abilities, with his few or many talents, to learn how to pursue happiness as an effective citizen of our democracy?" We should remind ourselves frequently that every child who reaches adulthood will find some place, good or bad, in our community life; that the idea that all children are naturally bad belongs to a past era; and, that the environments, of which the school is a most important part, will determine which talents will be developed. If the good talents are developed, both the individual and society will prosper. If the bad talents prevail, the individual will suffer and society will be the poorer.

REASONS FOR UNGRADED CLASSES IN SECONDARY SCHOOLS

At present our public schools offer to each child formal educational experiences extending over a period of at least twelve years. The work of the first six years is adapted to the needs of the little child who is concerned with the mastery of the tools of learning—reading, writing, language, the elements of geography, history, art, music, and most important of all, learning how to get along with people.

The second educational unit is the junior high school. Its program is designed to serve the needs of the adolescent. At this stage of development the youth is expanding his horizon and exploring the new world which is opening before him. He still uses the tools of education not as ends in themselves, but as instruments with which to uncover new knowledge. As his interests expand beyond his family and his neighborhood, he makes new friends and discovers the world at work. He begins to sense that he must have a place in that world and to make some tentative choices regarding his educational future. With increased knowledge and the new contacts, personal growth develops rapidly during this period.

The third unit is the senior high school. Here he continues to use the skills he has acquired, and to build upon the knowledge and experience which he has so far gained, to grow as a person, and to choose an objective for his life.

Toward this end he narrows his interest and focuses his attention on those studies which will best prepare him for the next step in his career.

In spite of all efforts, schools tend to become bookish, and the most successful pupils are those who, because of natural ability, learn easily from the printed page. All will acknowledge that the power to read with understanding is most desirable in a civilization such as ours, and yet there are many who find it difficult to master the reading skills. Often the abstract symbols used in reading have no meaning for these children until they have associated them with action. This difficulty has long been recognized in Providence, and in the elementary schools special and ungraded classes have been established for those who are so handicapped.

The junior high schools were established to care for the needs of the adolescent child. This period of adolescence marks a stage between childhood and youth. For the individual, it may be a time of "storm and stress." The child is striving to become an independent individual, and in so doing, he attempts to throw off his childish ways, he asserts his independence, and desires to appear "grown-up." It may be a period of hard knocks and rude awakenings as he endeavors to force himself upon the attention of his elders. If, because of slow learning, he is kept back in school with the smaller children, he becomes resentful and hard to manage. He loses interest and may become truant. In any event, he is in an emotional state which hinders learning.

In the original plan, it was intended that only those pupils who had completed the work of the 6A grade would be admitted to the junior high school, but as time went on, it became apparent that pupils who were physically and socially mature were being retarded in the elementary schools and thereby were failing to receive the benefits which they might obtain by associating with pupils of their own age. In order that pupils of this type might be advanced to the junior high school, so-called "vestibule" classes were established for them (the term "vestibule" was chosen since it indicates a means of entrance). In these classes, pupils pursued the academic work with the class or home-room teacher, and they are sent out individually and in groups into the special activities of the school, such as art, music, shop, physical education, and auditorium. Experience has shown that the practice of mixing pupils of this slow-learning type with those in the regular classes has certain drawbacks. Here and there an individual is able to participate on a basis of equality with the regular pupils, but, for the most part, these individuals present problems which cannot easily be solved by the teacher who is responsible for the progress of the pupils in the regular classes and who, at the same time, must give attention to one or more who may be out of step.

Another difficulty which soon showed itself was the limitation which the programming of the school placed on the amount of time which these slow-learning pupils could devote to handwork. In theory, pupils of this type ought

to devote fifty per cent of the school time to interesting and profitable work with their hands. In the regular program, the major portion of the shop time must, of necessity, be devoted to the needs of regular classes, and the slow-learning child has to take such opportunities as may be available after the major program is completed. Also, the type of work offered in the shops is often unsuited to the ungraded pupil unless the work itself and the teaching methods are adapted to his specific needs, in which case the regular shop work suffers. Here and there individual pupils have achieved unusual success in certain kinds of shop work, but for the most part, suitable adjustments have not been possible.

With these troublesome factors in mind, it was decided in December 1942 to give these classes in the junior high school a name more in keeping with their function. The name chosen was *ungraded*. By the use of this term it was recognized that these are junior high-school pupils, even though they are not assigned to any specific grade. They belong in the junior high school because they have reached the stage of adolescence, even though their ability to read and to do numbers has not kept pace with their physical growth.

Finally, they belong in the junior high school because they can no longer be well served in the elementary schools in company with the little children.

WHO ARE THESE UNGRADED PUPILS?

In any school system one finds pupils of various degrees of intelligence. The scale for determining the level of intelligence most commonly used is that developed by Terman:

I.Q.'s above 140—Near genius or genius

120-140—Very superior intelligence

110-120—Superior intelligence

90-110—Normal or average intelligence

80-90—Dullness, rarely classifiable as feeble-mindedness

70-80—Borderline deficiency, sometimes classifiable as dullness and often as feeble-mindedness

Below 70—Definite feeble-mindedness

Dr. Terman considers that children with I.Q.'s below 90 are backward; they constitute a group who vary greatly in mentality and who are in no way a homogeneous group. Within this group, three classes are distinguishable; children with I.Q.'s of 80-90, 70-80, and below 70. According to Dr. Terman, unselected large groups of children fall into the following distribution:

| Per cent | | I.Q. |
|----------|---------|--------|
| 15 | above | 113 |
| 20 | above | 110 |
| 60 | between | 90-110 |
| 20 | below | 90 |
| 15 | below | 88 |
| 10 | below | 85 |
| 1 | below | 70 |

The ungraded classes in our junior high schools, therefore, are concerned with all adolescent pupils of less than 90 I.Q. The large majority of the pupils will fall between 70 and 90, but there may be a number below 70 if they are socially aware and can profit by the work offered in the class.

SOURCES FROM WHICH UNGRADED PUPILS ARE RECRUITED

Since these pupils are all slow-learners, one may expect to find some in the regular classes of the elementary schools. These will be pupils who are 14 years of age and who have not yet completed the work of the 6A grade. Their I.Q.'s will be 89 or less. There may be an occasional pupil who is of normal mentality and who, because of health or frequent change of school, may have been unduly retarded. Pupils of this type do not belong in the ungraded class. They should be placed in the lowest 7B grade and given special coaching. The usual sources from which ungraded pupils will come are the ungraded rooms of the elementary schools and the schools for backward pupils.

ADMINISTRATIVE CRITERIA FOR ADVANCING PUPILS TO THE JUNIOR

HIGH-SCHOOL UNGRADED CLASS

The criteria are five in number, as follows:

1. *Chronological Age.* The pupil must be at least 14 years of age.
2. *Retardation.* If the pupil is in a regular grade, he must be at least two years retarded.
3. *Physical Maturity.* There should be evidence that the pupil has entered adolescence.
4. *Cause of Retardation.* There should be proof of mental ability, such as an individual I.Q. test showing that he is below 90 I.Q.
5. *Service to Pupil.* The final judgment should be based upon the needs of the pupil. Will he be better served in the junior high school than in the elementary school?

Under no circumstances should a pupil be placed in the ungraded group for reasons of discipline. Behavior problems may appear in any group, and it is probably true that the slow-learning pupil, particularly if he has found himself in school situations with which he cannot cope, will resort to behavior which is anti-social. However, these ungraded classes are intended specifically for slow-learners who have found it impossible to maintain the rate of progress of the regular classes. Without doubt, the ungraded classes will reduce the disciplinary problems of the school by helping these slow-learning pupils to make more satisfying adjustments.

SUGGESTIONS FOR THE INTERNAL ORGANIZATION OF UNGRADED CLASSES

Candidates for ungraded classes are recommended by the supervisor. In all cases, the individual record of the pupil indicates the result of an individual intelligence test of fairly recent date. A recent Metropolitan Achievement Test is also a part of the record.

The organization of these classes presents a special problem for the school administrator. It has already been pointed out that these pupils are not homo-

geneous in any sense except that they all have I.Q.'s of less than 90. It has also been noted that three classes are distinguishable; children with I.Q.'s of 80-90, 70-80, and below 70.

Since these classes are to remain small, it is well to treat these classes as an ungraded department within the school with gradations of its own based upon chronological age and length of membership. The work of the teacher must be largely individualized anyway. It is suggested, therefore, that the gradation be as follows:

Upper ungraded—3rd year junior high

Middle ungraded—2nd year junior high

Lower ungraded—1st year junior high

For all official reports and records, these are junior high-school pupils. They are recorded as 7B or 7A ungraded, 8B or 8A ungraded, or 9B or 9A ungraded, according to the time of the report and the time that the pupil has been a member of the school. The foregoing discussion of organization is of concern to the school administrator and not to the pupil. When classifying for the information of the pupils, the usual grades such as fifth, sixth, or seventh are not recognized. The grade equivalent is used.

Since these classes are to conduct craft work in the same room in which they have their academic work, the class cannot be too large. A second reason for a small class, and the most potent one, is the necessity for the individualization of the work, both academic and craft. Therefore, for the best interest of the child, the class should be limited—maximum 20, minimum 15.

The number of classes in a school depends upon the enrollment in the school. The larger the school, the more pupils of this type. If there are 60 pupils of this type in the school, there should be 3 classes.

If there are enough pupils in the department so that two or more classes can be formed, it may be desirable, as a means of motivation, to arrange a plan of promotion. This could be done either by changing teachers at the end of a year or by promoting the teacher with the class. It is assumed that the greatest harmony will prevail at all times between a teacher and her class so that the pupils will be happy to advance with her.

HAND TRAINING AND MIND TRAINING

The individual standardized intelligence test is the best instrument that the Providence School System now has with which to measure the probable rate of learning. This is a reliable instrument when applied to academic learning. However, there is much evidence to show that there are other kinds of intelligence that are not measurable by this instrument, such as, for example, social intelligence and manual ability. Many of our estimable citizens with whom we deal every day and upon whom we depend in our highly organized society would not rate high on an intelligence test, but they have found places in our common life in which they function as effective citizens. Furthermore, there is some supporting evidence for the theory that work with the hands

helps to develop intelligence. Because adults of this type have found their greatest success in the field of hand skills, the pupils in these ungraded classes should have as much opportunity as we can provide for the exploration and training in hand work.

Earlier in this article, the fact was mentioned that these pupils when sent individually into regular shop classes failed to profit fully by the instruction. In order to relieve this difficulty, the ungraded department is now provided with furniture, tools, and supplies for a variety of crafts. As a further aid to this project, an itinerant craft teacher has been freed from other duties for the specific purpose of assisting the teachers of the ungraded classes. This itinerant teacher consults and advises with the teachers, furnishes all help possible, and demonstrates procedures.

Craft work should not be regarded as busy work. It should have well defined objectives, such as the development of manipulative skill—a highly valuable acquisition in our industrialized society and the development of mental activity through a project which requires planning. Some pupils who find it hard to learn to read, develop amazing ability to figure out ways of dealing with tangible objects.

ONE CLASS—ONE TEACHER

Most pupils of the ungraded type, when placed on the regular departmentalized schedule, are a nuisance to the teachers and the office. The plan that has been adopted is that of assigning an ungraded class to one teacher for all of its academic and hand work, except that these pupils may participate in the large group activities of the school such as assemblies. They may also participate individually and collectively in physical education, art, and music, provided they are socially acceptable and can fit into the activities without detriment to the regular classes.

It should also be clearly understood that whenever an individual has demonstrated that he can maintain himself respectably in achievement and behavior in any regular class, academic or otherwise, he should be sent from his home room to participate in that class.

ADVANCING PUPILS

There will be some pupils who will develop sufficiently to maintain themselves as members of regular classes. Whenever one of these appears, he should be given a trial with the regular class, and, if successful, advanced from the ungraded department to regular classes.

All members of these ungraded classes will be at least 14 years of age at time of entrance to 7B ungraded. At the age of 16 most of them will leave school. If any remain for the full three years of the junior high school, they may then be advanced to the senior high school ungraded class if they so desire.

COUNSELING AND GUIDANCE

Administratively these pupils become the responsibility of the 7B counselor on the day that they enter the junior high school. They are recorded as ungraded members of that class and continue with that counselor during their stay in the school. The counselor should become acquainted with these pupils and consult with their teachers as the pupils progress through the ungraded department. The teacher herself, will wish to make full use of all the counseling records and may use many of the counseling techniques in her efforts to understand and explore the interests and abilities of her charges. Teacher and counselor must work closely together in helping these pupils to acquire the knowledge and skills covered in such guidance units as:

- Finding and holding a job
- Correct work attitudes
- Production procedures
- Place of the worker in industry
- Getting along with other people
- Industrial organizations
- Labor laws
- Social security

If the regular program of the counselor permits, these units might be taught twice a week by the counselor. This would stimulate the interest of the pupils and give them a further sense of belonging to the school.

One of the most powerful forces in our common life is our sense of belonging, to which reference has just been made. We have also mentioned that our plan provides opportunities for these pupils to participate in other regular activities of the school as they individually show ability to do so. It is highly desirable that the administrative head of the school assist the teacher in every way possible to help these pupils to become active participants in the on-going life of the school. Public recognition of good work, if not too obvious, is helpful.

THE COURSE OF STUDY

The course of study is the pupil himself, his needs, and prospects. What he is and what he is to become is the guide for each teacher. Formal courses of study such as prevail in the regular classes are out of place here. The teacher of each ungraded class is free to use all of her ingenuity and initiative in the most fascinating of all activities—the moulding and shaping of human lives. It is true that none of these with whom she works may become great and famous leaders, although of this we cannot be too sure. But each will find his place in life, and the teacher may help him to achieve the good.

In suggesting materials with which the teacher may work, we mention English, social studies including current events, the elements of arithmetic, penmanship, lettering, art, and craft work. Much attention should be given to personal hygiene, and instruction in first aid, safety, and the like. Of course, it is most desirable that these pupils gain all possible benefit from

the gymnasiums. These are suggestions rather than prescriptions. We repeat: the course of study is the child.

THE IMPORTANCE OF READING

The ability to read with understanding is fundamental to successful school work, and a most necessary tool in adult life. Parents, especially, are eager for their children to read and study. They want their children to be like others. The importance of reading and its corollary writing, cannot be overestimated.

The teaching of reading will be an important element in the work of the ungraded groups, for the ability to comprehend written material is a skill of immense practical worth to any individual. Reading is one skill which helps the adult to enter into the normal life of the community. The aim in teaching ungraded pupils to read will not differ materially from that of teaching normal pupils, although methods and materials, of course, will differ radically. Every effort should be made to convince ungraded pupils of the great practical value to them of the ability to read, even though that ability is markedly limited. No opportunity should be missed by the teacher to compliment pupils upon their reading improvement, no matter how infinitesimal the gain. Any reading program set up for ungraded pupils must start from where pupils now are, quite irrespective of grade standards or time previously spent in reading. The task of the teacher will be essentially that of

1. Finding materials which fit both the interest level and the level of comprehension of pupils
2. Stimulating pupils to improve their skills
3. Keeping a careful check of any reading progress

Adults normally read for three purposes: for protection, for information, and for pleasure. In general, this should be the pattern of reading in the ungraded group, even though some pupils may be able to master only enough reading to protect them from accidents. Others may be able to read for information, and some, of course, will read for pleasure. Reading for protection involves the ability to comprehend various kinds of signs: traffic signs, travel signs, factory signs. Reading for information, in its simplest form, involves the ability to comprehend store ads, to read want ads, to handle simple lists of names. Reading for pleasure is likely to succeed when the individual pupil is directed to materials which parallel or extend a classroom or outside experience he is then undergoing. The difficulty lies in finding those materials which are sufficiently mature in theme to win his interest, yet simple enough in comprehension for him to master.

Have You Ordered

Your Resource Units?

Ability Grouping in the Junior High School

CHARLES H. ABBOTT

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SPEAKING EITHER subjectively or objectively, the successful operation of any organization depends largely upon the efficient placement of its constituents. Whether it be the personnel of a large factory, a railroad, a department store or the enrollment of an educational unit alters the situation but little. The problem is similar—an effort which tends to bring together under relative conditions those personalities who, given a stated task, can best perform this task leading to their own success and to contribute to that of their associates. This article concerns itself only with the educational aspect of ability grouping.

TRANSFORMING PROCEDURES

Without a desire to investigate ancient history, it is a well-known commentary that the few educational institutions in this country of the early 1600's, such as they were, experienced difficulty, not so much because of obtaining patronage, but rather as to what to do with the patronage obtained, particularly in this case, with the matter of ascertaining from the customer, the multiplication table mastered, the declension memorized, or the extent of an immeasurable vocabulary of the English language and then, having learned these things, minister unto him accordingly. Later, by means of various forms of oral test, economic screenings, and subjective devices, the pupils were segregated into separate rooms or upon different floors. And within the rooms, the lines of demarcation between the assignment of seats, front to rear, was really something with which to reason.

With the passing of the years, there came into prominence a grouping or assignment dependent more upon factual knowledge and the apparent ability to capitalize thereupon. Then later came the era which encouraged—"all those who know the answer, raise their hands." This, in turn, resolved itself into groups of those who did and those who did not;—among the latter, however, were youngsters bright enough to suspect the law of averages without not knowing too much about it. "They couldn't be any worse off" as more than one "bright" child remarked.

But it is easy to recollect that the ambitious child was the one who scored. If he showed interest, with hand up, called upon or not, he was much more worthy of a back seat than the "ones who wouldn't try." And the little fellow in next to the front seat who thought he knew but didn't dare to try, was continually behind the eight ball and never was released.

But let us never mind about our youth. The books are filled with such individual and collective experiences. What is being accomplished now and to what effect? With the impact of the new education, all inclusive, came the

junior high school. We received this new thought with favorable acclaim, along with "progressive education," the "junior college" and other educational aggrandizements.

Now in the junior high school, with which we are here concerned, there comes the investigation of policies by which the proper academic or grade placement of its constituents, seems to be best achieved. It matters little whether the organization is 6-2-4 or 6-3-3 or 6-4-2. The junior high school, so called, in any case, is in the center. It accepts all the candidates from the elementary-school level and receives the complaints of the educational organization next above.

POLICIES CONCERNING PUPIL CLASSIFICATION

The experiences of the writer in matters of pupil assignment have been varied and revealing. And it is upon the result of this trial and error policy that this offering is projected. He makes no claim to experiences which have not been common to thousand of others within the fold. Any professional educator whose job it is to deal with a critical public one moment and to become educationally ponderous the next will realize upon reflection that there is very little new under the sun. Such as there is, however, can frequently do with a new suit of clothes or the encouragement of a bit more appealing method of approach. Obviously with the acceptance by a regional junior-high organization of the several groups of pupils from feeding elementary schools scattered through the area and all of the same grade level, it is necessary to assign these pupils individually to sections in the new school for either instructional or organization purposes or both.

The size of the accepted lists will vary upon the number of contributing elementary schools and the numerical constituency thereof. At least 60 to 80 pupils in the smaller communities will be candidates for placement with the number extending to several hundred from densely populated sections. These numbers, in turn, will be doubled depending upon whether the annual or semi-annual system of promotion is involved. Because the seating capacity of the traditional junior high-school classroom is generally limited to numbers ranging between 36 to 48, these incoming groups from the elementary schools must be divided among the rooms and teaching personnel available.

The various policies followed in the mechanics of this grouping have been many in number and, in their application, fearful and wonderful to behold—so much so that an administrator responsible for organization will hesitate to project a new idea or a refinement of an older scheme lest history will catalog him and his brain child as another one of those educational monstrosities.

Supported, encouraged, or directed by a system of which he was a part, the writer has witnessed the grouping and assignment of instructional sections of pupils on the basis of a variegated gathering of criteria. Among these, there may be recalled but not necessarily in order of pressure, success, or failure—

1. Teachers' marks (general estimate—largely subjective)
 2. Teachers' marks (estimates in academic branches—largely subjective)
 3. Social (?) standing of parents
 4. Residence—geographical
 5. Chronological age
 6. Mental measurement
 7. Height
 8. Alphabetical placement
 - (a) Beginning with the top A, count off the number of names to comprise each group capacity
 - (b) Same but counting off each third or fifth name to provide greater alphabetical spread and to eliminate tendency of racial "bunching up"
 - (c) Other refinements of "a" and "b"—consecutive, sequential, staggered
 9. Standardized tests—one or several
- Added to the above better known methods of assignment may be indicated—
1. Weight
 2. Complexion
 3. Subjective desires of ambitious parents
 4. Racial background
 5. Others too numerous to mention but equally lacking in educational validity

SUCCESSFUL COMBINATION OF DEVICES

By continued practice and intelligent application, several of the instrumentalities listed have given proof of definite worth; others offer no educational value whatsoever. Some provide a means of cataloguing the abilities of the pupil. Others seem only to produce an ingenious method of sorting personalities with little or no thought of the outcome of the problem at hand.

For a number of years and twice during each of these in view of the semi-annual system of promotion and graduation, this organization has accepted an incoming group of pupils as candidates to complete the three year junior high course (grades 7-8-9). Because of the summer intermission and other stable reasons, the September entrance groups have been numerically larger than those of February. The number of pupils to be cataloged as 7B in the first half of the first year has produced a spread of from approximately 125 to 300, representing an annual enrollment of about 475.

It has been found that a certain combination among the above listed criteria has been most effective in directing the placement of the individuals comprising these entering groups from several elementary institutions. This combination consists of a four-point basis predicated upon the results of:

1. A standardized test in reading comprehension
2. A similar device to measure arithmetic reasoning
3. The intelligence quotient
4. The subjective-objective estimate of the sixth-grade teacher relating to the ability of the pupil

A VALUABLE FUNCTION OF A GUIDANCE SYSTEM

In January or May of the semester at the close of which the student counselor or guidance teacher is scheduled to send forth her 9A group to Senior High School, she plans to accept the incoming heterogeneous 7B classes from the various sources of supply in the school district. She personally visits the institutions involved, conferring with the teachers and principal under whose tutelage the then 6A pupils have progressed. She may direct the group testing herself or accept the resulting ratings of the testing program of that grade as administered by the school itself.

A discussion of the testing material and technique involved does not come within the scope of this article except to indicate the prime importance of a high grade, well validated device which has been standardized according to professionally accepted procedure and a uniformity in the presentation and grading of the instruments in their application among the several schools. Because of the latter, it is held that the administration of the three standardized tests in all buildings concerned should be under the immediate direction of the same personality.

A word regarding the fourth contributing point—the overall estimate of the teacher. While we accept to a high degree the general affirmative philosophy and constructive implications of mental and academic testing, it is with some insistence that the suggestion of “living with” a pupil for a term or more must offer an opportunity of substantial value for a grade teacher to assist in this ability grouping. Particularly so in the event of several pupils scoring marks of very little spread in the three standardized tests.

Realizing the importance of being specific in details, let us take a hypothetical situation—the testing and listing of 305 pupils of grade 6, from several elementary schools, soon to enter the junior high organization. The counselor will assemble the names in order of academic standing on the basis of the four-point measurement. The lowest-scoring 25 will be assigned to the lowest educational group—virtually ungraded. The remaining 280 will be divided into seven groups of 40 pupils each to be assigned to rooms of 42 seating capacity. To begin at the top and count into units of 40 will automatically operate to produce a homogeneous composition of each group assignment. Although the general application of rating will be sensed by teachers and, to a lesser degree, by pupils, it is held to be desirable to label the groups by room number rather than by letter or numerical designation. The exact station on the ladder should be known only to the counselor and the program maker—the latter that he may plan for a fair rotation assignment from term to term as affecting both pupils and teachers.

It should be understood that this method of ability grouping as described, applies only to typical groups of pupils. Those whose measurement does not reach an I.Q. of 90 are immediately candidates for an ungraded class

in the junior high school. This group is mainly concerned with all adolescent pupils whose quotient falls below that figure. The mechanics involved in such placement is altogether individual and has, beyond this reference, little place for discussion here.

An opportunity for the exercise of good judgment is indicated with the assignment of the lower 10 per cent of one group and the upper like figure of the next in line. Here is most necessary the application of wisdom by the counselor in noting social or personality traits that may conspire one way or another to warrant certain placement—other criteria of measurement being practically the same.

Once the grouping is made, it "stays put" until the end of a marking period—in this situation, that of ten weeks. If the measurable activities of the pupil tends to show that he should be with a more rapidly progressing group or *vice versa*, the shift is then made. It is pertinent to remark here, however, that section changes in this organization of 1200 are usually about three per cent, and that the majority of these are in the cases of the frequent newcomer from without the system who may not furnish adequate evidence of ability upon admission. We believe that this excellent result is due, not entirely to the basis of measurement, but to the conscientious and highly professional attitude of the members of the guidance department in the application of the yardstick and whose personal responsibility it is accurately to estimate pupil placement and ultimate guidance.

The once well-known pressure from parents insisting upon particular placement to aid and abet social standing, the avoidance of a particular teacher, the removal from the contaminating influence of the child of a neighbor not possessed of an equal amount of this world's goods or other reasons too numerous to mention, has practically disappeared. An ambitious but short-sighted parent usually is amenable to an *expose* of the child's achievement record, usually already well known, and to the explanation of the dire results of erroneous placement which frequently resulted in retardation in the good old days. After the first week or two there is little to be heard about the matter of preferred treatment. The infrequent cases of appeals to those "higher up," result in a substantial support and an expression of confidence in the management—a situation for which we may be most thankful.

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Encouraging Interest in Books

HELEN AMELYA KOCHER

Librarian, Edward H. Abbott Junior High School, Elgin, Illinois

THE ANNUAL diorama and poster contest which the library of this school has been sponsoring in connection with national Book Week every November has become an event of real significance in the Abbott Junior High School. The purpose of the contest is twofold: to provide the incentive for creative art work by large numbers of pupils; to stimulate wider interest in good books.

Formal announcement of the contest is made only three weeks before the dioramas and posters must be completed. The contest is so rapidly becoming a school tradition, however, that many pupils begin work on their projects early in the fall. Rules of the contest are few in number and simple to follow:

1. The dioramas and posters should represent scenes from books or favorite book characters, or should portray the spirit or general theme of some book.
2. All dioramas and posters must be in the library by Friday, preceding Book Week.
3. Pupils may work individually or in groups, but they must *not* have any adult supervision or help.

The third rule, of course, is adopted to assure original, creative work by the pupils. They must select their own topic or theme, plan the scene or drawing which they have in mind, select and obtain their own materials, and work out all the details themselves. Work on the projects is done outside of class time as an extracurriculum activity, for the most part at home.

When the completed posters and dioramas are brought to school on Friday before national Book Week, they are put on display in the library on special tables and racks provided for them. There they remain on exhibit during the week to be admired by pupils and casual visitors and to create interest in the books to which they refer. Sometime during the week, too, the Parent-Teacher Association holds an annual tea as a special incentive and opportunity for parents to see the creative work of their boys and girls. Each pupil who visits the library during this time is given a book mark designed appropriately as a Book Week souvenir.

As further encouragement to creative work, the five best posters and five best dioramas are chosen by two judges. A small prize is awarded for the best poster and for the best diorama. The four remaining winners in each group are given "honorable mention." In keeping with the spirit of Book Week, the two prizes awarded are book orders on one of the local shops. The two judges are faculty members—one from the art department, the other from the English department. The former considers originality, craftsmanship, and artistic quality of exhibits: the latter, the authenticity of the scenes depicted.

During the week following our exhibit and contest, the winning posters and dioramas are displayed down town in the window of a local book shop.

Orientation of Incoming Seventh-Grade Pupils in Large Junior High Schools¹

JAMES HAROLD FOX AND MOLLIE MARGERY LEWIS

George Washington University, Washington, D. C.

THE NEED for successful orientation of incoming seventh-grade pupils is apparent to all junior high-school principals. The first few weeks in the junior high school often are very difficult periods of adjustment. In his former school the new pupil was one of the largest, best known, and most highly respected pupils. He was the center of much attention by the school—the sage senior. Now the position is reversed. He is one of the smallest pupils, is in the lowest grade, is relatively unknown, and has, what seems to him to be, a most complicated program of studies.

While most schools make some attempt to orient incoming seventh-grade pupils, practices designed to meet their problems are often inadequate. This probably arises, in part, out of lack of a clear understanding of needs as recognized by pupils. Too often provisions for orientation are trials of ideas without evaluation. As a result, such trials are often inconclusive and are not repeated. There seems to be considerable lack of systematic handling of the problem. Such systematic handling is not likely to exist unless the school makes it a regular part of its procedures.

PHASES OF A WELL-PLANNED PROGRAM OF ORIENTATION

1. A good orientation program should familiarize sixth-grade pupils with the junior high school while they are still in the elementary school. This responsibility rests jointly upon the elementary school and the secondary school and should be discharged co-operatively in a spirit of mutual understanding.
2. Adequate provision should be made to help pupils feel at home the first day at junior high school. Many pupils entering a school for the first time are appalled by its largeness and strangeness. During the first day, attitudes are generated that may color the pupil's entire life in the school. Time and attention given to this problem will be well spent.
3. There should be a definite and carefully prepared program of orientation anticipating and meeting the needs of incoming seventh-grade pupils during the first weeks of school. Things commonplace to others may be strange to new pupils. Too often such provisions for orientation are based upon an inadequate understanding of need. Frequently they are poorly conceived and desultory in application.
4. A good orientation program should also include some means of acquainting the parents of new pupils with the new school. Individual growth and development is a unitary process. Many of the most important learning experiences that promote it take place in the home. Orienting parents to the new school may well be as important as orienting pupils.

¹This article is largely drawn from a master's thesis written by Mollie Margery Lewis entitled, "The Orientation of Incoming Seventh-Grade Pupils in the Junior High School," completed under the direction of Professor James Harold Fox, School of Education, The George Washington University, in 1943. As a part of this study the junior author tried out and evaluated all the suggestions made in this article.

PRACTICAL SUGGESTIONS FOR SEVENTH-GRADE ORIENTATION PRIOR TO
JUNIOR HIGH-SCHOOL ADMISSION

1. Have seventh-grade pupils correspond with sixth-grade pupils. Arrangements for writing letters can often be made with teachers of English. These letters can give much needed information about the school in a manner more acceptable to the pupil.

2. Send a mimeographed pamphlet of general information to the elementary school. A diagram of the floor plan of the school, rules and regulations, extra-classroom activities, and a description of an average school day might be included.

3. Arrange a conference between seventh-grade home-room teachers and sixth-grade teachers for the exchange of helpful information that may supplement the cumulative record.

4. Encourage seventh-grade home-room teachers to visit sixth-grade classes in the elementary schools sending pupils to the junior high school. Being able to feel that he knows at least one teacher in the junior high school may be very satisfying to a sixth-grade pupil.

5. Shortly before graduation, have small groups of seventh-grade pupils visit sixth-grade classes to talk to them about the junior high school. Seventh-grade pupils chosen to make this visit should preferably be selected from those who have been graduated from the elementary school concerned. They should be prepared to tell about the rules of the junior high school, the lockers, extra-classroom activities, arrangement of rooms, cafeteria accommodations, and the like. They should also be prepared to answer questions.

6. Arrange for visits of sixth-grade pupils in small groups to the junior high school. Appoint a seventh-grade host for each visitor and permit the visitor to attend regular classes.

SUGGESTED PROVISIONS TO HELP NEW PUPILS FEEL AT HOME THE FIRST DAY OF SCHOOL

1. When assigning pupils to home rooms try to see that each pupil finds himself with several others from the same elementary school. Many pupils report feeling lost the first few days. It helps a great deal to discover even one acquaintance at this time.

2. Make the customary meeting in assembly, the first day of school, an informal pleasant experience. First impressions are important. The attitudes engendered at this meeting may be much more important than the information given. Indeed this is not a suitable time to tell pupils much about courses of study and school regulations. Such matters should be handled with greater thoroughness than the first assembly permits.

3. Arrange to have incoming pupils spend two or more hours with their home-room teachers the first day of school. Home-room programs might be devoted to activities designed to help pupils get acquainted with one another and become familiar with the school plant. Games and contests that help

pupils to remember the names of their classmates and their out-of-school interests will be found useful. Cardboard models of the plant and blackboard diagrams are valuable in helping new pupils to know the plant.²

SUGGESTIONS FOR ORIENTATION THROUGH HOME ROOMS DURING THE FIRST
THREE WEEKS OF SCHOOL

Many orientation problems respond only to well-co-ordinated and carefully planned attacks extending over a considerable period of time. In this connection the home room may be used advantageously. The following suggestions for home-room programs may be found valuable.

1. It is important to discuss the purposes and objectives of the new school. If pupils are to assume responsibility for their own learning, they must have a clear understanding of what the school is trying to do.
2. The program of studies should be thoroughly explained. A clear understanding of the reasons why a particular subject finds a place in a curriculum tends to generate attitudes favorable to learning.
3. The rules and regulations of the school should be fully explained with reasons for their existence. Knowing the conditions that gave rise to a rule promotes intelligent citizenship.
4. New pupils need help in budgeting their time for study. Several home-room periods might be devoted to a discussion of "How to make the best use of my time."
5. Many pupils are deficient in study skills—that is, they lack the ability to direct adequately their own learning. This problem extends far beyond the home room, but some valuable help can be given here. Among other things the home-room teacher might discuss the fundamental purpose of a book and how it is organized to achieve that purpose.
6. For many new pupils in junior high school choosing a lunch in the cafeteria is a new experience. The home room can teach the beginner the cafeteria routines. It can also give considerable help to the pupil in choosing a well-balanced lunch. The discussion of such problems should be made concrete by the use of menus and the actual planning lunches.
7. Too often new pupils do not understand and therefore fail to participate in student self-government. Indeed, in many schools participation in student government is confined largely to the senior class. If this valuable means of teaching citizenship is to achieve its maximum usefulness, pupils must share in its benefits from the beginning. The home room can well afford to devote considerable time to a thorough-going discussion of the purposes of student government, how it operates in the school, and the responsibilities of its citizen-pupils.
8. It is equally important that new pupils understand the purposes and operation of other extra-classroom activities. Not infrequently newcomers are discouraged from full participation in the extra-classroom program. The

²For a more detailed description of these activities see the thesis of Mollie M. Lewis, *Ibid.*

home room can do a good deal to correct this situation by providing adequate guidance and by discussing the importance of participation.

SUGGESTIONS FOR ORIENTATION OF PARENTS OF NEW PUPILS

If the home and the school are to co-operate fully, parents must have an opportunity to understand the purposes, procedures, and as many as possible of the problems of the new school at an early date. Home-room teachers should likewise become familiar with the home conditions of their new pupils as soon as possible. The following suggestions may be helpful.

1. Arrange for visits of parents to the school. A discussion in the home room of the purposes of these visits should take place early in the semester. Arrangements for a particular visit should be made at least two weeks in advance and the pupil should be reminded of it the day before it is to occur.

2. Some parents can come to the school in the morning before the opening hour. This is a particularly good time, when it can be arranged, because the pupil has a good opportunity to acquaint his parents with classmates whose names will be frequently heard at home. As a rule most parents prefer to come in the late afternoon. For these it is helpful to schedule the visit as soon as possible after the dismissal of classes so that at least some of the activities of the school may be observed. The visit should provide opportunities for pupils to show their parents the new school and to have them meet available classmates.

3. Following the tour of the school, a conference between parent and teacher is desirable. This may profitably be followed by a short conference at which the pupil is present.

4. Considerable skill is needed by the teacher if the conference is to be most fruitful. The outcomes sought might include, besides a better understanding of the home and the school, co-operative plans to promote more effective study, improved behavior, and a better distribution of the pupil's time among his various activities. The pupil should share in the formulation of such plans.

CONCLUDING STATEMENT

Obviously all of the foregoing suggestions will not find useful application in every school. Nor are these the only things to be done. Orientation procedures must be determined by the specific needs of each situation. It is important, however, that the school base its program upon the needs recognized by pupils instead of those imagined by teachers. This is not to assert, however, that pupils always recognize their needs and that all the needs recognized by teachers lack reality. Above all, orientation problems should be attacked systematically and adequate provision should be made for evaluation of the procedures used.

Reducing the Number of Failures in the Junior High School

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THE PROBLEM of reducing the number of failures in the junior high school has to be considered from three points of view. In the first place, we have the immediate guidance problem of the ever present maladjusted student who has to be carefully considered as an individual. The modern guidance program utilizes case studies, tests, medical reports, and various conferences in which an attempt is made to collect all the available information about the student from which a solution of his problem may be found. In the second place, much has to be done to improve the teaching procedures and to present the materials in an interesting manner. The third procedure is to establish a long-range program for the purpose of doing away with the real causes of failures. We feel that non-promotion cannot be justified except in a very few cases and that the outworn practice of giving failing marks adds to our problem without doing much to improve the individual student. The third procedure is the one we accept and will try to submit some evidence to prove its merit. Although thousands of pupils have continued to fail and be retarded in our schools, we have never really had to defend our policy of failing students year after year and of permitting large-scale non-promotion to retard progress so seriously in our educational system. Even during the war emergency and during the depression years of the 1930's, our public schools have not been exposed in one of our most vulnerable spots.

At the present time while the nation is so busy winning the war, why wouldn't it be a good thing to declare failures unnecessary and to abolish this useless method of punishing students? Many years ago when corporal punishment was declared illegal in New Jersey, teachers and principals throughout the state found that schools could be run successfully without this ancient means of maintaining discipline. We feel that the threat of failure has been no more successful than the threat of corporal punishment. In addition, failure and non-promotion have been a wasteful and expensive method of discipline. After failing students month after month or marking period after marking period, we usually either confess that we are wrong and pass them at the end of the year, or we insist that they repeat the year. If you wish to find out how useless is this process, just make a study of the problem students in your school as we did about twelve years ago. You will probably find as we did that your problem pupils fall into two groups. First, average students who had failed one or more grades between kindergarten and junior high school and secondly, immature students who had entered the first grade before their sixth birthday. When considering the first group, we found that many of them

had been made to repeat a grade because for years we had believed that it was unsafe to let a student go on to another grade if he had failed to do what was considered satisfactory work. His failure may have been caused by lack of ability, immaturity, or poor working habits acquired during his first years in school or his more important years at home before entering school. We were amazed to learn that his rating as a problem child was usually in proportion to the number of grades he had repeated, that he did not improve after repeating a grade and that in many cases he became a serious problem. We soon found ourselves agreeing with McKinney¹ who found that: "Only 35 per cent did better work the second time, while 53 per cent showed no improvement and 12 per cent did poorer work."

Our study went still further as we found in every case that if the student failed to do better work or did not become a problem the first time he repeated a grade, he was certain to become a problem if retarded more than once. Some of us had to agree that the use of the old club of failure might frighten the student a little, but eventually it was waved in vain. Not only did we usually seriously demoralize the student, but when a teacher used it she often had a more serious problem next year when she struggled with the retarded pupils. The second group of failing students who were average or above average mentally, but for some reason were unable to do satisfactory work, was found to be having trouble with reading. These students generally were immature and had started beginning reading in the first grade before they were six years of age. Every known investigation has shown that children usually are not mentally or physically ready to read until they are seven years of age. Only occasionally will a child under 6½ years do well in the first grade. If he starts reading before he is ready for this work, he will never catch up.

The assistance of the administration and the board of education was necessary to correct this second problem of early admittance to school. Teachers, principals, administrators, board members, and parents had to co-operate and a definite policy had to be formed to avoid sending children to school too young. The program had to be propagandized and rules had to be passed by the board of education. When it was made difficult to place a child in school before he was old enough and impossible to promote him from the kindergarten to the first grade unless he was mentally and physically mature enough to start beginning reading, this great problem was on the way toward a satisfactory solution.

A long-term plan was necessary to correct both of these failure problems. No actual policy of non-promotion was introduced into the elementary schools because to do so would probably have met with some opposition. This practice had been gaining momentum, however, and by 1941 non-promotion had been reduced to about one per cent. This reduction was brought about

¹McKinney, B. T. "Promotion of Pupils. A Problem in Educational Administration." University of Illinois, 1928.

by the elementary schools and not from pressure from the junior high school. The elementary schools made the change because they saw the real need for it while trying to solve their own problems. Fortunately we were all trying to do the same kind of job at the same time. We are now reaping the benefits of our efforts to secure pupils who are mature enough and not over-aged in the junior high school. We feel that we are accomplishing more by following a policy of almost one hundred per cent promotion. Of course, some people will claim that if we frankly face this problem and state such a policy, students will take advantage of it. This is not necessarily so as reported by Otto and Melby when two equated groups were studied:² "The group whose members were told during the semester that they would not pass unless they worked diligently did not do any better than the other individuals who were told they would be promoted regardless of effort."

Critics of an almost one hundred per cent promotion policy usually seriously feel that we are lowering our standards and that an amazing number of students reach the junior high school without adequate preparation in the so-called fundamental skills. What can be more important than to have a happy and adjusted group of boys and girls in our junior high schools? These boys and girls create an atmosphere that makes successful teaching possible where a trained teacher can find time to help the students develop socially and mentally. Of course, some seventh-grade students still have fourth- and fifth-grade ability in reading and arithmetic. This has always been true and will continue to be true in any public school. Low achievement scores are usually indicative of low I.Q.'s and no amount of repeating will correct this condition. There is no reason, however, why pupils of limited ability should be denied a chance to live and work with pupils of their own age. They deserve this chance to live normally in a democratic school where they are happy doing their best. They are never happy if they are placed with younger pupils. They usually do poorer work.

Every school has and will continue to have many levels of ability and homogeneous grouping will be necessary to plan the work for the various levels. The larger the school, the greater the opportunity in this field. Even in the small junior high school the same program is possible. The classroom teacher has a larger responsibility for non-failure of pupils. Pupils should not be held to standards beyond their mental capacities.

It is argued that in many courses of an exploratory nature in the junior high school that pupils of limited ability should receive failing marks to prevent them or persuade them from enrolling in courses of the college preparatory program in the high school. Failing marks do not assist in this guidance. They tend to make the student do poorer work. The pupil should be guided

²Otto, Henry J. and Melby, Ernest O. "An Attempt to Evaluate the Threat of Failure as a Factor in Achievement." *Elementary School Journal* 34: 588-96, April 1935.

into the right selection of high-school courses and subjects but not at the expense of receiving failing grades in exploratory courses in the junior high school. In an exploratory language course for example, the pupil of limited ability should be made to realize his limitations in this field, but an opportunity must be provided for him to receive the proper satisfaction from the exploratory language course itself.

If our junior high-school teachers only have to face the problem of working with slower pupils without facing the more difficult problem of struggling with over-age problem pupils, they can do better work, help produce better citizens, and at the same time enjoy their work.

A program such as this can be developed without lowering the achievement standards. The median achievement level for all students in all our schools at the end of the sixth and again at the end of the eighth grade has not been lowered as our scores in the Stanford Achievement Test continue to be above average.

Although such a program will work wonders and will greatly improve the general conditions in any junior high school, we do not say that all so-called problem cases will be cured. We will still have our underprivileged, overprivileged, and spoiled children, but evaluation of any school program will show that the best cure for the failure problem is to do away with the threat of failure and find more satisfactory ways of improving our educational procedures.

Do we still fail junior high-school students? Yes! When we find an under-age immature student who may profit by waiting another year before going to high school.

In summary, the following criterion is recommended as a program for reducing or discontinuing failures in a junior high school:

1. Evaluate the discipline and failing problems in the school.
2. Secure the co-operation of the teachers, principals, administration, and board of education in such a program as the one outlined on these pages.
3. Have the board of education pass a rule making it impossible for a child to enter the kindergarten unless he is five years of age or over (5½ years would be better.)
4. Sell the idea of having children of the same approximate ages placed in the same grade and discourage the plan of promotion by achievement.
5. Work with the students on the level where you find them and not according to a standard grade program.

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STUDENT LIFE

Absenteeism in the Junior High School

W. L. VAN LOAN, *Assistant Superintendent, City School System*

MILDRED WILLIAMS, *Principal, Roosevelt Junior High School*

Vanport City, Oregon

DURING the school year of 1939, it was discovered that the average daily attendance in the Roosevelt Junior High School was decreasing while the total enrollment of the school was remaining at a constant figure. No adequate explanation of this fact could be made because the only record being kept by the school was the typical attendance card for each pupil showing the number of days present and absent. In order to study the problem further and attempt to improve the average daily attendance, it was decided to do two things. First, the physical education and health teachers of boys and girls were given the task of issuing all re-admit slips to pupils who had been absent. Second, these teachers received the parents' excuses and recorded the reason for the absence on the pupils' absence-record cards. As this data began to accumulate for each boy and girl, it became easier to study the problem and make recommendations toward its solution.

After the records had been kept with considerable regularity and accuracy for about two years, the cards were examined and the causes of absences were classified and the number of days' absence for each classification was recorded. The cases reported seemed to group themselves into about twelve classifications. The tallying of cases and number of days absent was done by the month. Nothing of any importance was shown by the monthly tabulations of cases or days absent except the already known fact that the greatest number of absences are reported for both boys and girls during the midwinter months during the term.

The table below shows the accumulated totals for all the classifications for all the months for boys and girls by grades. Percentage also are given in order to show more clearly the position of boys and girls, the position of grades, and the rank of each classification.

The following conclusions can be drawn from the table of cases reported and number of days' absence.

1. Boys are absent more than girls.
2. Colds, sorethroat and "flu" account for approximately half of the absence.
3. Upset stomachs are the second most common cause of absence.
4. Only 16 per cent of the cases and 11 per cent of the absence is due to causes other than illness or causes relating to illness.
5. Injuries, burns, sprains, infections, and skin diseases account for but 6 per cent of the cases and absence.
6. Earache, toothache, and headache account for 8 per cent of the cases and absence.

Table of Cases and Absence of Pupils in the Roosevelt Junior High School

School Years 1939-40 and 40-41

| Reasons for Absences | 7th Grade | | 8th Grade | | 9th Grade | | Total Cases | | Grand Totals | |
|--------------------------------------|--------------|-----|-----------|-----|-----------|-----|-------------|-----|--------------|----|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Colds and Sore Throats | Boys' cases | 57 | 15 | 95 | 25 | 226 | 60 | 378 | 30 | |
| | Days absent | 110 | 20 | 215 | 37 | 244 | 43 | 569 | 35 | |
| | Girls' cases | 84 | 18 | 175 | 40 | 191 | 42 | 450 | 42 | 36 |
| Flu | Days absent | 97 | 15 | 278 | 41 | 296 | 44 | 671 | 48 | 41 |
| | Boys' cases | 19 | 15 | 45 | 35 | 64 | 50 | 128 | 10 | |
| | Days absent | 20 | 07 | 131 | 44 | 144 | 49 | 294 | 18 | |
| Upset Stomach | Girls' cases | 1 | 02 | 28 | 42 | 38 | 56 | 67 | 06 | 08 |
| | Days absent | 2 | 02 | 45 | 35 | 79 | 63 | 127 | 09 | 14 |
| | Boys' cases | 45 | 19 | 64 | 27 | 131 | 54 | 240 | 19 | |
| Headache | Days absent | 48 | 19 | 78 | 31 | 122 | 50 | 248 | 15 | |
| | Girls' cases | 32 | 13 | 96 | 38 | 123 | 49 | 251 | 24 | 21 |
| | Days absent | 43 | 15 | 114 | 40 | 128 | 45 | 285 | 20 | 18 |
| Toothache | Boys' cases | 8 | 11 | 20 | 27 | 46 | 62 | 74 | 06 | |
| | Days absent | 7 | 09 | 29 | 35 | 46 | 56 | 82 | 05 | |
| | Girls' cases | 4 | 08 | 30 | 51 | 24 | 41 | 58 | 05 | 06 |
| Earache | Days absent | 5 | 08 | 36 | 59 | 20 | 33 | 61 | 04 | 05 |
| | Boys' cases | 1 | 11 | 6 | 66 | 2 | 23 | 9 | 01 | |
| | Days absent | 1 | 12 | 4 | 50 | 3 | 38 | 8 | 01 | |
| Injuries, Burns, Sprains, Infections | Girls' cases | 11 | 52 | 0 | 00 | 10 | 48 | 21 | 02 | 01 |
| | Days absent | 16 | 61 | 0 | 00 | 10 | 39 | 26 | 02 | 01 |
| | Boys' cases | 1 | 08 | 7 | 58 | 4 | 34 | 12 | 01 | |
| | Days absent | 1 | 07 | 8 | 57 | 5 | 36 | 14 | 01 | |
| | Girls' cases | 4 | 28 | 8 | 57 | 2 | 15 | 14 | 01 | 01 |
| | Days absent | 4 | 33 | 6 | 50 | 2 | 17 | 12 | 01 | 01 |
| | Boys' cases | 9 | 18 | 15 | 32 | 24 | 50 | 48 | 04 | |
| | Days absent | 11 | 18 | 19 | 32 | 29 | 50 | 59 | 04 | |
| | Girls' cases | 6 | 11 | 28 | 52 | 19 | 37 | 53 | 05 | 04 |
| | Days absent | 8 | 11 | 36 | 50 | 28 | 39 | 72 | 05 | 04 |

| | | | | | | | | | | | |
|----------------------------|--------------|-----|----|-----|----|-----|----|------|----|------|-----|
| Skin Disease | Boys' cases | 4 | 14 | 8 | 27 | 17 | 59 | 29 | 02 | | |
| | Days absent | 7 | 17 | 11 | 27 | 22 | 56 | 40 | 02 | | |
| | Girls' cases | 2 | 09 | 8 | 35 | 13 | 56 | 23 | 02 | 52 | 02 |
| Visiting the Doctor | Days absent | 2 | 07 | 10 | 33 | 18 | 60 | 30 | 02 | 70 | 02 |
| | Boys' cases | 4 | 14 | 9 | 31 | 16 | 55 | 29 | 02 | | |
| | Days absent | 5 | 17 | 10 | 33 | 15 | 50 | 30 | 02 | | |
| Visiting the Dentist | Girls' cases | 0 | 00 | 6 | 37 | 10 | 63 | 16 | 02 | 45 | 02 |
| | Days absent | 0 | 00 | 8 | 50 | 8 | 50 | 16 | 01 | 46 | 01 |
| | Boys' cases | 7 | 24 | 8 | 27 | 14 | 49 | 29 | 02 | | |
| Working and Needed At Home | Days absent | 9 | 33 | 7 | 25 | 11 | 42 | 27 | 02 | | |
| | Girls' cases | 5 | 15 | 16 | 50 | 12 | 35 | 32 | 03 | 61 | 03 |
| | Days absent | 9 | 28 | 14 | 43 | 13 | 29 | 32 | 02 | 59 | 02 |
| Special Events | Boys' cases | 38 | 21 | 73 | 42 | 66 | 37 | 177 | 14 | | |
| | Days absent | 37 | 24 | 61 | 38 | 61 | 38 | 159 | 10 | | |
| | Girls' cases | 9 | 17 | 21 | 40 | 23 | 43 | 53 | 05 | 230 | 10 |
| Totals | Days absent | 12 | 23 | 16 | 30 | 25 | 47 | 53 | 04 | 212 | 07 |
| | Boys' cases | 16 | 15 | 25 | 23 | 67 | 62 | 108 | 09 | | |
| | Days absent | 16 | 15 | 28 | 30 | 51 | 55 | 95 | 05 | | |
| Special Events | Girls' cases | 13 | 43 | 4 | 14 | 13 | 43 | 30 | 03 | 138 | 06 |
| | Days absent | 10 | 40 | 4 | 16 | 11 | 44 | 25 | 02 | 120 | 04 |
| | Boys' cases | 209 | 17 | 375 | 30 | 677 | 53 | 1261 | 54 | | |
| Totals | Days absent | 272 | 17 | 601 | 37 | 752 | 46 | 1625 | 54 | | |
| | Girls' cases | 171 | 16 | 420 | 40 | 477 | 44 | 1068 | 46 | 2329 | 100 |
| | Days absent | 208 | 15 | 567 | 40 | 635 | 45 | 1410 | 46 | 3035 | 100 |

Note: Approximate average daily attendance per grade is 75 in grade 7, 100 in grade 8, 150 in grade 9. About half of the number in each grade are boys and half are girls.

The table may be read in the following manner. There were 57 seventh-grade boys' cases of colds and sore throats, 95 eighth-grade boys' cases, and 226 ninth-grade boys' cases. This represented 15%, 25%, and 60% of the total boys' cases recorded for this type of illness. There were 378 boys' cases of colds and sore throats representing 40% of the total of 1,261 cases including all "Reasons for Absences" as shown in the *Totals* column at the bottom of this table or 54% of the total (3,299) for both boys and girls. There were 110 days' absence among seventh-grade boys due to colds and sore throats, 215 among eighth-grade boys, 244 among ninth-grade boys. This represented 20%, 37%, and 43% of the total days' absence for boys for this type of illness. There were 569 days' absence among boys which represented 35% of the total of 1,625 days' absence as shown in the *Totals* column at the bottom of this table which represented 54% of the total (3,035) for both boys and girls.

RECOMMENDATIONS

Recommendations which were made that seem to be helping establish a better attendance record include, first, a more careful analysis of the pupil's absence report. The school nurse was given the task of making a home call to determine more accurately why the pupil was absent and to counsel with the parent about prevention or curative measures. Many times neither the pupil nor the parent is aware of the regularity or extensiveness of the pupil's illness. A physical examination and some medical treatment may remove the trouble and improve the health of the pupil almost immediately. In any event, the parent and the pupil must be made to realize that absence from school should be discouraged whatever the cause and if the cause be remediable that it should be removed at once.

The second recommendation was that the social-living teachers present to the pupils the whole case and absence report. The pupils' co-operation was sought by developing an understanding on their part of the loss of district funds due to a low average daily attendance. Interest in reducing absences and tardies resulted in making a large attendance thermometer which was placed in the hall where all could see it and note the daily record made by each grade. The thermometer was made by the shop boys and the mathematics class figured the daily scores.

A third recommendation was made which called upon the science, health, and physical education teachers to take the case and absence record and go over it carefully with pupils in each class. Much practical help was given through class discussions on matters of diet, rest, recreation, clothing, ventilation, and common symptoms in an attempt to create personal awareness on the part of the pupil of his own problem. Those pupils who were absent frequently were not singled out but were given individual consideration and encouragement to understand their own problems and to try to do something about them.

The fourth recommendation called for the health and physical education teachers to continue issuing all re-admit slips to pupils who had been absent. This caused the health teacher and the pupil to come together directly and created an opportunity for the health teacher to become a health counselor in a practical way. The pupil's cumulative record on cases and absences was also kept by the health teacher so that it would be simple to notice a recurring illness or the variety of ailments which a pupil might have. The removal of the re-admit slip task from the general office where it was impossible to give quiet personal counsel to a pupil was probably the greatest factor in securing accurate case histories and reducing the amount of illness reported.

No attempt has been made to create a desire on the part of pupils to attain a perfect attendance record. The harmful results of such a practice can easily be understood by pupils and parents, as well as teachers. Teachers checking each morning and afternoon will eliminate those who are obviously ill.

Guidance Through Round-Table Conferences

R. W. BLAISDELL

John W. Weeks Junior High School, Newton, Mass.

THE PUBLIC SCHOOLS of this country provide a part of the controlled environment in which boys and girls grow and develop toward objectives which are consistent with the needs of the individual and the improvement of the society in which he lives. That purpose is stated in terms sufficiently general to invite the endorsement of school people all over the country.

Difficulty arises in the conflict of purpose with practice. It is questionable, for example, if the needs and interests of pupils are being well served by busy teachers whose primary concern seems to be that of meeting subject matter requirements. It is questionable as to whether the best interests of our society are well served unless teachers really use subject matter as a stimulating nourishment to child growth based upon a more thorough study and understanding of individual differences. The psychiatrist and child hygiene clinics bear undeniable evidence of our failure to adjust our schools to pupils rather than force pupils to adjust themselves to our schools.

No claim is made that the teachers in the Weeks Junior High School have solved this problem adequately. However, the writer believes that the organization and functioning of round-table guidance conferences have helped to make them more sensitive to pupil needs and problems by focusing their attention and study upon individual boys and girls.

So-called round-table guidance conferences were organized in the Weeks Junior High School in 1936, as an effort of a large, departmentalized school to get beyond the limitation of size, departmentalization, and specialization to reach the needs of its individual members more effectively. Perhaps the underlying philosophy and purpose of these conferences can be amplified most effectively by repeating part of the statement which accompanied their inception.

Back of this organization is the conviction that this school should be dedicated to the growth and development of individual pupils in accordance with their needs; boys and girls who are timid, shy, and insecure; boys and girls who have had too many decisions made for them and are lacking therefore in judgment, self-reliance, and responsibility; boys and girls with limited backgrounds; boys and girls with academic weaknesses who deserve understanding and help; boys and girls with undiscovered talents who need to find their rightful place "in the sun," so necessary in the light of good mental hygiene; boys and girls who are natural leaders and who must not become selfish egotists through undue exploitation.

Back of this organization is the desire that every teacher should see her pupils as individuals reacting to all school experience rather than to the experience of her particular classroom. Too often John Doe presents a Dr. Jekyll and Mr. Hyde double personality in his reactions to the home room and algebra class, or in the academic classroom and extracurriculum activities. All teachers work-

ing with John Doe should know all of his reactions to all phases of his school life and to as many out of school experiences as possible.

The organization of these conferences was made possible by assigning a few divisions to the same block of teachers for subject and home-room assignments. Thus each teacher had a contact with all pupils in those divisions as a subject teacher, and with some of the pupils in each division as a home-room teacher. There were six different round-table groups in the school. Each one met every third Thursday from 2:45 P.M. to 4:00 P.M. under the leadership of two grade counselors, one of whom acted as chairman and the other as secretary.

COMMUNITY AGENCIES CO-OPERATE

Names of pupils are suggested for discussion at a particular round-table meeting by home-room teachers or subject teachers, together with a brief statement giving reason for referral. This enabled the counselors to send a mimeographed *agenda* to each participant in advance of the conference giving the names of pupils to be discussed, and the general types of problems which the reporting teachers felt were indicated. The participating members of a particular conference included all of the teachers with whom the pupils scheduled for discussion came in contact, together with the school psychologist, the visiting teacher or attendance officer, and two representatives from the Newton Family Service Bureau. Sometimes a copy was sent to the probation officer of the police department. Thus an attempt was made to utilize many of the agencies in the city concerned with child welfare.

The presence of the Newton Family Service Bureau in this situation is rather interesting. As the name implies, the Bureau is a private welfare organization prepared to give consultant and some financial service to Newton families seeking its assistance.

The Bureau asked permission to participate in the round-table conference groups at the Weeks Junior High School as an experiment. Believing that maladjustment in the home is apt to reflect itself very quickly in the school, the Bureau hoped that an early recognition of trouble in the school would enable them to do a more preventive type of work in the home by gaining access to the situation before the problem became so acute. The school was glad to welcome the Bureau, because it expected that the experience and training of skilled social workers would greatly enrich and broaden the teachers' point of view relative to the diverse nature and scope of pupil maladjustment.

It should be said at this point, perhaps, that the close association of the Newton Family Service Bureau with the Weeks Junior High School proved to be mutually educative. The teachers gave the Bureau a new appreciation of how they meet the many problems which confront them daily. The Bureau gave the teachers a new insight into their methods of work. Both groups together discovered that one problem very often was related to other problems

which required the utilization of several community agencies in seeking a solution.

PROCEDURE OF THE CONFERENCE

The routine, or typical business procedure, of a round-table conference meeting was somewhat as follows: The chairman called the meeting to order and presented the name of the first pupil for consideration. The teacher responsible for the pupil's name on the *agenda* stated his case. To him, the pupil displayed certain evidences of maladjustment academically, socially, physically, morally, or emotionally. The home-room teacher supplied a brief history of the case from the cumulative permanent record. Each teacher then described the pupil's reactions in his class or added to the picture from his knowledge of the pupil in or out of school. Sometimes the observed reactions were similar, but often the reaction or the observance of it differed. Frequently, representatives of out-of-school agencies were able to contribute significant facts. Throughout the discussion an attempt was made to evaluate evidence and to fit it into a meaningful pattern of behavior that would throw light on the precise nature and cause of maladjustment.

An essential purpose of the conference was that of planning a guidance program for a particular pupil based on an understanding of the causes of the pupil's difficulty. But very often the program was incomplete because the causes were only partly brought into the open or understood. If the teachers could reach a tentative conclusion regarding cause of maladjustment and promising treatment, they tried it out. Frequently, tentative conclusions were accompanied by recommendations for further observation and study. Sometimes a pupil was referred by the group to the school psychologist for special tests and study. Sometimes a further conference with the parents was recommended with definite suggestions to be made or questions to be asked. Sometimes the case was referred to the Newton Family Service Bureau if the evidence suggested probability of conflict with a maladjusted home situation. In some cases the family religious advisor gave valuable assistance. Frequently the group recognized cases severe enough to require the psychiatric help of the Judge Baker Foundations, which is a well-known clinic on child welfare located in Boston, Mass.

The home-room teacher was responsible usually for seeing that an agreed upon plan of treatment was carried out by the teachers. However, in certain unusual cases requiring close follow-up, this responsibility was assigned to the counselor.

TEACHERS BECOME PUPIL CENTERED

In the beginning, teachers were apt to get discouraged with the slowness of their progress in dealing with maladjusted pupils. They wanted an immediate solution formula that gets results quickly. But there isn't any simple formula that can be used in determining a cause-and-effect relationship in pupil

maladjustment cases. As a matter of fact, one of the great values of the conference was an increasing teacher appreciation regarding the complexity and baffling nature of causes behind overt acts of behavior. Teachers discovered that symptoms of undesirable behavior such as laziness, indifference, and the aggressive "show-off," very often have their roots well hidden in some form of rejection, insecurity, or lack of self-sufficiency.

The round-table guidance conference procedure is time consuming, but it does bring all members of the school staff into the guidance picture and simulate a child-guidance laboratory in which teachers learn by doing. It is surprising how resourceful individual teachers can be if they convince themselves through group planning that ways and means must be found to build confidence within a particular girl, or to provide legitimate opportunities for a boy to seek recognition from his fellow classmates. One home-room teacher helped a rather rebellious lad to secure legitimate recognition when a place was made for him to imitate bird calls on a student talent program. An art teacher helped to solve an annoying problem presented by a boy who insisted in covering all written papers with drawings of differing kinds and shapes. The boy had more than average art ability so she gave him opportunities for plenty of legitimate expression. Occasionally a teacher would find her own experience with a particular pupil so inconsistent with that of other teachers that she found it desirable to re-examine her own attitude toward the pupil.

From its inception, the round-table guidance conference attempted to consider all of the factors that affect desirable pupil growth. All teachers were sympathetic with that objective but, in the beginning, lack of academic achievement was the principal factor that distressed most teachers. The following more recent types of referrals which teachers now recognize as important indicate a very desirable growth process in teacher thinking relative to child growth and development:

1. An attractive, quiet, industrious girl, seemingly thoroughly absorbed in her school work but socially a misfit.
2. A girl who engages in a nervous giggle when confronted with oral recitations and responds with irrelevant remarks.
3. A boy with frequent absences and an overabundance of outside activities.
4. A girl who delays in purchasing cloth for a sewing project with other indications of possible meager financial resources.
5. A boy of above-average intelligence who spends twice as long as his classmates on home work and utilizes every opportunity for study at school, but still drags along with barely passing grades.
6. A shy pupil new to the city from a small school where nine grades met in one room with one teacher.

ORGANIZATIONAL CHANGES

During the past year, certain organizational changes at the school promise a definite improvement in the guidance program and round-table conference procedure. Previously two counselors for each grade, making six in all, devoted a fifth of their day to guidance work. They have been replaced by two trained

guidance counselors who now devote half their day to guidance leadership in the school. They do not in any sense change the status of the home-room or classroom teachers regarding their guidance responsibilities, but they do assist and supplement those teachers in discharging their responsibilities more effectively.

The fact that the counselors are more accessible to teachers, by virtue of their unassigned schedule, makes it possible for the teacher to get help more promptly. The counselors and each home-room teacher are conferring regarding the progress of all pupils in the home room. This is resulting in a more effective handling of minor cases of maladjustment by the home-room teacher, and a more discriminating selection of cases warranting the round-table conference procedure. Better time allotment for guidance makes possible home visitation, easier contacts by parents with the school, individual counseling for the child who needs more help than teachers' full-time schedules permit. Conferences are not conducted now on the scheduled program, but are arranged as needed. The trained counselors have replaced the Newton Family Service Bureau as far as supplying the social worker's point of view and technique, so that now, representatives from the Bureau attend the conference on call.

RESULTS ACHIEVED

There is considerable evidence to support the claim that the valuable experiences of the teachers at the Weeks Junior High School with the round-table conference have prepared them to utilize more completely this expansion of guidance facilities. Any attempt to summarize the results of the round-table guidance conference would certainly include the following points:

1. All teachers have become more conscious of different kinds of pupil maladjustment.
2. Teachers have developed a pupil-conscious attitude. This has resulted in an increasing desire to understand pupils better in order to work with them more effectively.
3. Teachers tend to evaluate a pupil's progress in terms of his whole school program rather than in terms of reaction to a particular class.
4. The conference created an effective clearing house for more agencies within the school and community interested in the welfare of pupils attending the Weeks School.
5. Teachers tend to make a better diagnosis of maladjusted pupils, and to secure a more effective and unified plan of treatment.

Perhaps the best thing that could be said about the round-table guidance conferences at the Weeks Junior High School is that each year during the more or less trial-and-experimentation stage of the conference, the teachers almost unanimously have asked for their continuance.

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News Interpretation in the Junior High School

LILLIAN C. PARHAM

Stuart Junior High School, Washington, D. C.

NEED FOR NEWS INTERPRETATION

OUR WINNING the war and the peace afterwards is kept foremost in the minds of the American public. This will inevitably depend to a large extent upon an enlightened citizenry. To advance to a higher scale in democratic living, our men and women must learn to execute the duties of a citizen more and more efficiently.

If questioned, we should all agree that being well informed on current affairs ought to be the aim of every American at any time. But now, during these serious days, it should be one of the citizen's obligations to obtain daily all the information he can about the progress of the war and about the United Nations.

Very soon many of our junior high-school boys and girls will be assuming adult duties in the Armed Forces, in industry, or in the government. In the next several months the schools can give these pupils valuable training and interest in obtaining the news and can also help create in them attitudes worthy of respect.

AVAILABLE NEWS FACILITIES

The newspaper is one form of printed matter found in most American homes. It is the main source of reading material from which Americans find out what is happening at home and abroad. Likewise, a radio is found in a large proportion of the homes. By means of these two agencies, national and international events should be followed, and a fair understanding of the issues obtained by the citizens of our land. There are many good magazines purchased at reasonable prices for those desiring more and fuller accounts than those given over the radio and in the newspaper.

THE PROBLEM BEFORE THE JUNIOR HIGH SCHOOL

How can we, in the few months ahead, give to the pupils who are in the junior high school techniques and suggestions that will aid them to gain the most from their reading of the newspapers and magazines, and their listening to the radio? If pupils can be given definite training in the interpretation of news as it is portrayed in various forms in newspapers and magazines and can have guidance in listening to news over the radio, they will develop habits which will prove advantageous in daily living.

LEADERSHIP OF THE PRINCIPAL

The principal holds the key to the situation in *initiating* and *directing* a good program of news interpretation in his school. Of course the principal who knows his teachers, his school, and his community ought to be in the

best position to determine the most effective ways of accomplishing this. Flexibility, as in most school procedures, is desirable. The following suggestions however, are offered for consideration.

I. Arousing Interest in the Problem

1. A faculty meeting could be devoted to convincing its members of the need for teaching "news interpretation" in the school. Clever presentations could take the form of dramatizations presenting facts, or in some way getting the teachers "bothered about the problem." When intelligent people get really concerned about something, they usually plan ways of solving their difficulties.

2. The "head" social studies teacher can be called in for conference to discuss ways and means of getting the department interested in doing its best with the problem.

3. An enthusiastic social studies teacher might be chosen to act as a chairman of a committee to make recommendations that would assist all social studies teachers with their teaching of the news.

4. Pupil attitudes toward the program can be generated by various kinds of building activities, such as assembly presentations, making and displaying of posters and slogans, and the like.

5. All teachers can decide on the contributions they can make and how they can co-operate in the building plans for news getting. For example, the art teacher can direct the drawing of the posters and cartoons and the printing of slogans. The English teacher can provide for oral discussions to be on current news wherever possible, and can work out impressive dramatizations in class with the pupils.

II. Directing the Program

Good leadership on the part of the principal, not only requires that he be interested in the problem and create enthusiasm concerning it among his faculty, but also that his assistance as a supervisor be given in order to reach a successful attainment. Direction can take such form as that which follows.

1. Information on materials and methods should be made familiar to the social studies teachers especially.

2. Teachers need to know about good pupil magazines suitable for classroom use. Samples should be examined by teachers and pupils before making out their order.

3. The use of pupil news periodicals should be encouraged.

4. If the school has an inter-communication system, teachers can request news programs to be turned into their classroom for certain classes.

5. A report of the newspapers taken in the pupils' homes will reveal how much the teacher can utilize this source of news in her class work and home assignments.

6. An inquiry concerning the radios in pupils' homes shed light on the possibility of this means of getting material for assignments.

7. Attention should be directed to providing for "a variety of interests" and "pupil activity."

SUCCESSFUL CLASSROOM TEACHING OF THE NEWS

Obviously how each classroom teacher will plan and conduct his work will vary. Much depends upon the teacher's attitudes and interests and the locality in which he teaches. The writer describes a method of procedure which has brought good results. It might prove of value to many others.

In her classes a study of the following methods of disseminating news has been effective: The news article; the photograph of a person; the radio; the picture of an event; the map, graph, diagram, and chart; and the cartoon. Any of these may be chosen for first consideration by the class.

The News Article

The writer chose to take up the news article first, because the class had subscribed to a school news magazine to help them with their current-events study. Some pupils are weak in reading ability and need this additional simple reading material especially prepared for pupils. For this reason the children's news magazine is a good starting point. If interest is aroused in one of these magazines and the pupils read it through the weeks, they will learn the high lights of events occurring in the world. The newspaper reading for which we hope to give definite training treats more fully the topics only briefly dealt with once a week in the small magazines.

In the study assignment on the news article, the pupils were asked to be able to tell the title of the article on which they reported and its main points. Discussion brought out the types of articles that would be suitable and important enough to bring to the attention of the class. This description emphasized the big issues, national and international in nature. Next, pupils were shown how to pick out salient points and were directed with their study of the article. Oral recitations in front of the class followed, the teacher commending recitations well done or offering suggestions to the individual who could have given a better talk. This type of work went on for several days until the class seemed to understand how to report on a news article.

Photograph of a Person

Next, the photograph or the picture of a famous person in the news was the topic in the current-events period. Pupils were instructed to find a picture of some person who was outstanding in the news and to prepare a brief talk to be given in class, emphasizing those points that proved the importance of the person. It was interesting to see how much news came from this simple assignment and what a variety of good pictures was brought to the class! Several large colored pictures secured from the popular picture-type maga-

zines added materially to the interest in this phase of the study. The pictures were nicely mounted on cardboard so that they could be held up before the class during the recitation. Later these pictures were displayed on the black-board ledge and the bulletin board in order that all members of the class could gain familiarity with the names and pictures of important people mentioned repeatedly in the news. After a short period of time the class was ready to pass on to another means of learning the news.

The Radio

The radio came next. This part of the study was prefaced by a class discussion, which brought out facts concerning the various radio stations and the times at which each station puts on its news broadcasts. Names of the best-known commentators and their times of broadcasting were reviewed in an effort to indicate the programs which were given at times of the day when pupils could listen. So many broadcasts were cited that every pupil could be expected to choose one or more convenient periods in which to listen. The plan of study suggested for preparing this assignment was similar to that for the news article, the difference being that it was heard instead of read by the pupil. Because of this similarity, only two or three lessons were needed to acquaint the class with the value of this kind of news reporting.

The Picture of an Event

For the next assignment the class was directed back to the newspaper to prepare a report on a picture inserted in the news. The picture was mounted and exhibited before the class during the recitation, and it served to direct interest to the article needed to explain it. The pupil first read the caption or brief account printed at the bottom of the picture and then gave a short account of the incident depicted.

The Map, Graph, Diagram

Special treatment was given to the map found in the newspaper or magazine. The class discussion developed the fact that, if carefully studied, a map conveys vital information and serves to clarify the news story. When reporting on the map, pupils were asked to take their chosen maps to the front of the room and to locate the particular areas on the large wall map in order that the whole class might obtain a clear conception of these places in their world setting. If pupils were slow in finding places or appeared puzzled about where to look on the large map, the teacher urged them to use their small newspaper maps as patterns and to transfer those ideas over to the large map. Help was occasionally needed, but in most cases the pupils were able to find the location without much assistance. Since maps are not found in all papers, this assignment was usually given for preparation either over a week end or over a period of at least several days. Thus each pupil in the class had ample time to find a good map.

In turn, interpreting the graph, the diagram, and the chart furnished new topics to discuss. Each day small outlines, such as the following, were given to direct the pupils in their work.

1. What is the title?
2. What does your selection show?
3. How does it help you understand the news?

The Cartoon

The class work with the cartoon proved especially interesting. The pupils' choices were mounted and brought to class. First there was a brief discussion on cartooning, bringing out why cartoons¹ are published and how cartoonists get their ideas. Incidents in the daily lives of cartoonists showed how a member of this profession needs to be ever alert to what is important and timely if he is to be clever with his picture portrayals of significant ideas. (This discussion worked in nicely with the study of vocational civics which has for its aim the study of all kinds of vocations.) The following outline was used in the preparation of the report on the cartoon.

1. What is the caption?
2. What does the picture show ?
3. What does the cartoon mean?

In due time the members of the class were requested to try their hands at some original cartooning. The teacher mentioned that many of them drew well and that they might be surprised to find what really good cartoons they could make. Some very original and worth-while results were produced by a large number of the group, and they enjoyed the task.

OTHER ACTIVITIES

Other activities gave further practice in pupil development along these suggested lines. (1) The bulletin board carried weekly displays of materials reported on in class. A committee of pupils changed the materials every week and kept the board up to date. (2) Booklets were made containing all kinds of material on a chosen field of interest. (3) Original cartoons were displayed on a bulletin board to encourage others to make cartoons. (4) Individual notebooks were kept by some pupils. These showed the children's daily progress in their class work.

As the semester progressed, a special method of learning the news was suggested by the teacher each day until it was felt that all methods had been satisfactorily mastered. From then on, pupils were permitted to make their own choices, each time picking out something that especially appealed to them. Those who had been absent the day before were always allowed this choice in order that they would feel responsible for contributing something at class time.

¹Larier, Lawrence. *Cartooning for Everybody*. New York: Crown Pub. Co. 1941. 152 pp. \$1.25. Presents easy lessons in learning to be a cartoonist. For this unit, this book will be found an excellent source of information.

EVALUATION OF THE CLASS WORK

1. Going to the front of the room to recite provides for activity and thereby an opportunity to hold pupil attention better.
2. Speaking before the group helps with oral expression, and pupils gain confidence in their ability. Suggestions and comments offered by the teacher, when needed, are most helpful.
3. Working with pictures and cartoons, appeals to all pupils, but especially those of low verbal intelligence. The latter need plenty of visual aids.
4. Picture magazines like *Look* and *Life* offer many fine pictures and material for class work.
5. Some of the brighter pupils show great interest in obtaining and reading magazines presenting fuller accounts of the news than the picture-type of magazine gives.
6. Listening to the news on the radio and hearing the news discussed, emphasizes the information through the auditory sense.
7. Handling pictures and maps and pointing out certain places on them, utilizes still another sense, the kinesthetic sense. This is a sense for which teachers of low IQ groups should make more use in all their teaching.
8. A variety of pupil activities will insure interest and a means of meeting individual differences within a class.
9. Since many of the present pupils in the junior high school belong to the "slow-learner" group, it is wise to make use of all the senses possible in news teaching.

This kind of persistent and regular treatment of the news attains good results. It should make pupils much more intelligent students of current affairs because of the daily training given by the teachers. It should build in them a desire and a willingness to read and listen consistently to the news.

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Copies of this reprint are available from your Association at 10 cents each, 25 for \$1.50, and 50 for \$2.50. Here is essential information about educational and military opportunities in the Armed Forces for the boy about to enter Military Service. Also why not send one to each of your former students now in the Service.

A Junior High Student Council Some Practices and Principles

FRANK MEYER

Student Council Adviser, Junior High School, Grand Haven, Michigan

THE GRAND HAVEN (Michigan) Junior High School Student Council was organized in the Fall of 1937. The previous Spring the seventh-grade social studies teacher had explained the organization and purpose of Student Councils and had led class discussions on these topics. It was the desire of the faculty that a Council be established in this school but the teachers knew that the initiative must come from the students. Nothing happened that Spring. The idea was too foreign, too new to be developed by these seventh grade students.

The next Fall, however, some of these students approached their social studies teacher with the suggestion that a Student Council be organized. "We want a Student Council," was their statement. The teacher pointed out that the "we" was possibly a small group and that the major portion of the student body was uninterested. He also suggested that a petition be circulated asking for a Student Council. This was done. Within a week the principal was presented with a petition signed by nearly every student asking that a Council be established for Grand Haven Junior High School. Although the faculty had desired a Council and had guided the means of obtaining one, the students had requested it and many of them had worked to arouse some enthusiasm for it. The Council was not to be handed to the students from above; it was to be born of their desire and effort.

PREPARING AND ADOPTING THE CONSTITUTION

A Constitution Committee composed of two delegates elected from each of the six home rooms and three teachers worked for two months to write the constitution. The teachers collected constitutions from other schools and presented these for study. They explained the meaning of technical terms and listed alternative plans. The students chose the most desirable plan for this school. The choice was theirs; they made the decisions. Subcommittees were chosen to work out details of given sections. Their reports were then accepted or rejected by the whole committee. The completed constitution represented the best thought of these twelve student leaders. It was their "baby" and they had to get it adopted by their constituents.

Four home rooms approved the constitution with little difficulty. Two for one reason or another refused to agree. Five rooms had to ratify the document before it was to be effective. The chairman of the Constitution Committee on his own initiative visited one room and by careful explanation and persuasion obtained a vote for ratification. The students put the idea across. No teacher demanded a Council or urged ratification. Yet it is important

to note that a majority of the faculty was in favor of establishing one. This must be true before one can be at all successful.

COMPOSITION OF THE COUNCIL

The Student Council is composed of four officers, ten members, and one teacher. The officers, elected for one year, are president, vice-president, secretary, and treasurer. The president presides at all Council meetings. He appoints the captain of the safety patrol, six members of the Junior Red Cross Board, and all special committees. He chooses the Assembly Committee from a list nominated by the home rooms. The president also presides at all general assemblies. He is the student leader of the school and as such is often consulted by the principal. The vice-president is a member of the Council and assumes the president's duties in case of his absence. In addition he has been made the parliamentarian of the Council. He is given a textbook on parliamentary law and is expected to be able to advise on procedure at any time. The secretary has the usual duties of recording minutes and carrying on Council correspondence. The treasurer is custodian of Council funds and of the funds of chartered organizations. He keeps accounts, deposits money with the school treasurer, and pays bills on order of the Council. The treasurer has been made cashier of the Junior High Bank which at present sells War Stamps and Bonds. As cashier, he appoints his tellers and supervises their work. Every attempt has been made to give these officers real work to do and vital responsibilities to assume. They are not officers in name only. If there is to be any prestige attached to an office, the officer must have work, responsibility, and the right to make meaningful decisions.

The free election of Council officers is essential. There are no scholarship or citizenship qualifications for any elected officer in Grand Haven Junior High School. A democratic or republican form of government is predicated upon a faith in the common voter to show good judgment. An officer must be the freely chosen representative of his constituents. No one should be able to say that he couldn't vote for the person of his choice. Poor citizens must not be able to feel that a few "goody-goodies" are running the Council, that only those approved by teachers have anything to say. Neither may the weaker students assume that they can't be represented, that one has to earn at least a "C average" on his report card to be on the Council. A voter should vote as a person and be able to vote for persons, not scholars or "good citizens." That is the situation in the political world.

The experience in this school has increased everyone's faith in this fundamental tenet of democracy. Good officers have been chosen every year. These are not always the best students, scholastically speaking, nor are they always those thought best behaved by their teachers. Yet they have developed into excellent officers and, with two or three exceptions, have been a credit to themselves and the school. Of course, this is not without the influence of

classroom and home-room discussions on what constitutes good officers. This type of guidance is necessary as a part in education for democracy.

ELECTION OF THE COUNCIL

Elections for Council officers are held in the fall of each year. Because Grand Haven Junior High School consists of only the seventh and eighth grades, it was thought best to elect officers in September in order to give the new seventh-grade students a voice in the matter. On Monday of the second week of school a general nominating assembly is held. At this meeting any person may be nominated for office. The only restriction is that the president must be in the eighth grade. Nominating speeches are made or a simple statement is given. Those accepting the nomination come to the stage to be introduced. In order to get his name on the ballot, the nominee must present to the principal, by Thursday noon, a petition signed by twenty per cent of the student body. This means that there can never be more than five candidates for each office. In practice there has never been more than three. It also means that a person is really interested in the office and that a fair number of voters favor his candidacy. No person should be permitted to run for office if he is not willing to serve. The work is too important to have an uninterested and unwilling person on the job.

On Friday of the same week, elections are held. Each home room is a precinct. Ballots are printed, an election board is organized, and the election run as similar to a regular city election as possible. The home-room and social studies teachers have been explaining election procedures all week. It is hoped that the students will have a better knowledge of this democratic device for having had actual experience with it.

The following Monday is Inauguration Day in Junior High. Before the entire student body, each new officer and member is installed into his office by the superintendent of schools. The principal delegates authority, the president makes an inaugural address, the superintendent responds, and there are musical numbers. The ceremony is as dignified and serious as possible. An attempt is made to impress upon the officers and the school the need for co-operation, mutual respect and responsibility, and hard work.

The ten members of the Council represent six home rooms, the Safety Patrol, the Assembly Committee, Junior Red Cross, and the Newspaper Staff—all of which are chartered by the Council. Members are elected by secret ballot for a term of one semester and are eligible for re-election. All the principles relative to the election and work of officers apply to members as well. Through the home-room representatives every student is represented by one of his fellows. Thirty-five to forty students elect one representative. He is in direct contact with them and the Council. Those other student organizations which are closely connected with student activities also have contact with and a voice on the Council. This system works satisfactorily. For example, home rooms

can get action by the Safety Patrol through the Council, and the Safety Patrol can have home-room representatives bring its problems before all the students.

Council members and officers may be removed from office by the Council or recalled by their constituents. Since 1937 two officers and one member have been removed by the Council for severe infraction of school rules. None have been recalled. Provisions for removal by students must be present to insure a satisfactory representation and to emphasize the responsibility of the Council and student body.

Council meetings are held once a week during a school hour. The Student Council is an educational device and, as such, must have a place in the school day. Its usefulness is greatly hampered if it has to meet outside of school hours. If the Council has no educational value kill it with a single blow, don't strangle it to death after hours.

The meetings are run strictly according to parliamentary procedure. Council meetings must be orderly. If it is necessary for the teacher to insist on this until the members demand it themselves, he should do so. Disorderliness is not democracy; it is anarchy.

WORK OF THE COUNCIL

Much of the Council's work is done through committees. After a new subject has been presented there is usually a motion to refer the matter to a committee. A committee chairman is a Council member while the other two members are from outside the Council. One is from the seventh grade and one from the eighth. One is a boy, the other a girl. A committee's task is to get the facts, interview teachers and students, and decide on a course of action. It often asks home rooms to consider the matter at its regular business meeting and so gets opinions from many students. A committee must present a written report at the next Council meeting. This report is debated and then accepted, rejected, or the committee instructed to work further. Such a procedure prevents hasty action, enables the entire student body to express its ideas, and permits the Council to seek the advice of faculty members who are to be considered "the experts" in educational matters. Too, this follows the general plan of procedure of major legislative bodies. Committees are expected to work and to complete their assignment as quickly as possible. More than one committee has been discharged because it neglected its duties. This action goes into the minutes and is read to all students. The new committee appointed to do the work usually has the task completed in record time.

This Student Council never lacks business at its regular meetings. This is true of any Council that is anything more than a glorified sponsor or parties or an exalted legislative body inflicting its will on the masses. A Council must be able to examine precedents, suggest improvements in the schools system, study any project presented by any student, and act as a general clearing

house for school problems and activities. It must be trusted and encouraged to act for the best interest of the school.

The Grand Haven Council obtains power from two sections of its constitution. First of all the Council has definite powers in the field of student activities. According to the constitution, the Council has general supervision over the school newspaper, the safety patrol, the Junior Red Cross, hall monitors, assemblies, social activities, the lost and found department, general bulletin boards, and any activity referred to it by the principal. It approves appointments and may remove members of the Council or of any chartered organization from office for just cause. In those fields in which it has been given definite power its decisions should be respected by the school authorities.

Moreover, the constitution permits the Council to consider any matter brought before it by its members. Here it is the judge of its own authority and is required to use good sense in deciding to do only that which it will be able to carry out. Many unreasonable, even stupid, projects have been suggested by individual members. These are discussed and the Council usually votes to table the matter. However, no representative should feel that he is prohibited from mentioning any subject. He may find that it is without the Council's jurisdiction, or that it would be impossible to complete the project, but he must have the right to present the problem. The Council may find that it can only make a suggestion to other authorities. This is often done. When the Council does suggest a change in any sphere of school life, teachers and administrators should give earnest consideration to the proposal.

ACTIVITIES OF THE COUNCIL

A survey of the secretary's Minutes from September through December, 1943 shows that this Council considered the following items in these four months:

1. Approved president's appointments
2. Repaired, rented, and purchased new records for its Nickelodeon
3. Emphasized the need of preventing the waste of food at home and school
4. Tried to get gum removed from under school desks
5. Decided against an invitation of an art studio to sell Christmas cards
6. Allowed the Student Bank five dollars as a revolving fund for War Stamps
7. Subscribed to *Student Life*, recently made the official organ of the National Association of Student Council which is now sponsored by the National Association of Secondary-School Principals
8. Refused to recommend to the principal that one room be permitted to leave the building through another door
9. Removed its secretary from office
10. Ordered the Safety Patrol to see that bicycles were parked only in the place reserved for them
11. Studied the advisability of asking for new bicycle racks
12. Gathered student opinion on and discussed the Council's attitude toward a proposed city curfew ordinance

13. Instructed one of its members to address the City Council in opposition to the proposed curfew
14. Corresponded with an Illinois city on the curfew problem
15. Sent two members as its representatives to a PTA panel discussion
16. Instructed the president to represent it on a county child delinquency study committee
17. Studied the Junior Citizen Service Corps and decided not to establish one
18. Sponsored a "Buy a Jeep" campaign for selling War Stamps and Bonds
19. Asked the school to repair a dark curtain in the assembly room so movies could be seen better
20. Approved bills submitted to the treasurer by chartered organizations
21. Accepted the resignation of a member of the Junior Red Cross board
22. Instructed the Assembly Committee to organize a seating chart for assemblies
23. Decided how to spend the money earned by the collection of scrap paper

While it is evident that the Council has broad powers, the principal of the school as a responsible public official has the power of absolute veto over any Council action. This must be the rule in any system for student participation in school control. His is the final responsibility for the operation of the school, his must be the final authority in determining policy. It should be added that, since the Council was organized in Grand Haven, the principal has never been required to use his veto power. Guidance by the teacher adviser has always been able to avert the need of such action. This does not mean that the teacher controls the Council. He speaks only to clarify an issue or to point out the alternatives in a given problem. His vote is sometimes with the minority. Often he doesn't vote because he fears weaker members of the Council follow him. He may not dominate the Council. He must encourage discussion and real thinking. He must have faith in the good sense of his Council. He is educating for democratic living.

THE HOME-ROOM REPRESENTATIVE

The home-room business meeting is an essential part of the Council system. The Council meets on Friday of each week. On Tuesday during the home-room period (1:15-1:35) each representative gives a report of his room. He reads the Minutes which have been duplicated and distributed. He explains the actions of the Council in more detail and answers questions. He must justify the manner in which he has represented his room. He hears complaints and suggestions. Every Tuesday the room is asked, "Does anyone have anything which should be presented to the Council?" Each individual now has an opportunity to make his influence felt. His representative must present to the Council any suggestion made at this meeting. The following week he must report to his room the action of the Council. The representative is a two-way messenger. He carries ideas from his room to the Council and brings back the Council's thoughts and plans to the room. This means that any individual student with an idea can have that idea carefully studied by the group

and if it is considered good it may be made the rule or practice of the school. This emphasis on the worth of individuals and their ideas is an important element in democracy.

To make the representative more conscious of his responsibility and to enable the room to know exactly how he voted, the Council has a roll-call vote when two members request it. This is often done when the vote is close. On a roll-call vote each member votes "yes" or "no" as the secretary calls his name. The vote is then recorded in the Minutes and is read at Tuesday's meeting. Such a meeting as this makes the Council real to every student. This must be the case if the Council is to function in the life of the school. Every student must hear of it often; he must know that it is active; he must feel that he has a vital part in its operation. Only by means of some such meeting and report as described can this be achieved.

POINTS OF EMPHASIS

Through all this, the Council's motto is before everyone: *With honors and privileges go responsibilities*. The emphasis is on the responsibilities. The duties of good citizenship need to be stressed in America much more than the rights and privileges. Members of the Council are often reminded of this motto. They come to understand and appreciate it. The student body, likewise, is led to recognize its obligations toward the Council and toward the decisions of its chosen representatives. A second emphasis is on *work*. Individuals, committees, rooms, and organizations are expected to work. This is part of their responsibility. Democracy is more than rights; it demands work, co-operation, respect, and responsibility from all its citizens.

CONSTITUTION OF THE GRAND HAVEN JUNIOR HIGH SCHOOL STUDENT COUNCIL

PREAMBLE

We, the members of Grand Haven Junior High School, in order to promote better citizenship and interest in our school, and that we may gain experience in the methods of democratic government, do hereby establish this constitution for the Junior High School Student Council.

ARTICLE I.

Powers and Duties of the Council

SECTION 1. The Council shall have power to consider all matters brought before it by its members.

SEC. 2. The Council shall have general supervision over:

- a. The Junior High Newspaper
- b. The Safety Patrol
- c. The Junior High Library
- d. The Junior Red Cross
- e. Social Activities
- f. Hall Captains
- g. Junior High Assemblies
- h. Boy's and Girl's Athletics

- i. Clubs and their organization
 - j. Musical organizations
 - k. Other Junior High School Activities
- SEC. 3. The Council shall have charge of:

- a. The Lost and Found Department
- b. General bulletin boards
- c. Any activity referred to it by the principal.

SEC. 4. The Council shall approve all appointments made by the president.

SEC. 5. The Council shall have power to expel a member or officer for just cause by a two-thirds vote of the total membership.

SEC. 6. Because the principal is responsible to the superintendent of schools and the board of education, he shall have the power to veto all acts of the Council.

ARTICLE II.

The Council

SECTION 1. The Council shall be composed of:

- a. The officers elected as provided in Article III
- b. One representative from each home room
- c. The assistant editor of the newspaper
- d. One representative chosen by the library staff
- e. The captain of the Safety Patrol
- f. One representative chosen by the Hall Captains
- g. One representative chosen by the Assembly Committee
- h. The principal or a teacher appointed by him
- i. A representative from any other organization recognized by the Council

SEC. 2. Members (excluding officers) shall be chosen for a term of one semester except the assistant editor of the newspaper and the captain of the Safety Patrol who shall serve while they hold these offices. Members of the Council may be re-elected.

SEC. 3. First-semester members shall be elected during the second week of school. They shall be installed at the same time and in the same manner as the officers.

SEC. 4. Second-semester members shall be elected during the first week of the second semester and shall be installed on the Friday of that week.

ARTICLE III.

Officers

SECTION 1. The officers of the Council shall be a president, vice-president, secretary, and treasurer elected for a term of one school year.

SEC. 2. Any student in the Junior High School shall be eligible to these offices. However, the president shall be in the eighth grade.

SEC. 3. Students shall be nominated for these offices at a general assembly on Monday of the second week of school.

SEC. 4. To have his name appear on the ballot a nominee must present to the principal by the following Thursday noon, a petition signed by twenty per cent of the student body.

SEC. 5. The election shall be by ballot in each home room on Friday of the second week. A plurality vote shall elect. In case of a tie, the officers shall be chosen by a committee composed of one representative elected from each home room and one member of the faculty chosen by the principal.

SEC. 6. The installation of the officers and members of the Council shall be held at a general assembly on Monday of the third week of school.

SEC. 7. A vacancy in the presidency shall be filled by the vice-president. A vacancy in any other office shall be filled by election by the council from its own membership. The vacancy thus created shall be filled in regular order.

SEC. 8. The president shall appoint all committees. He shall exercise all the duties of his office as shall the other officers.

ARTICLE IV.

Meetings of the Council

SECTION 1. The Council shall meet the first time each semester at the call of the president. Thereafter, regular meetings shall be held at the time and in the place designated by the Council.

SEC. 2. Special meetings of the Council may be called by either the president or the principal.

SEC. 3. A quorum shall consist of three-fourths of the members.

SEC. 4. The meeting shall be conducted according to the forms and procedures outlined in *Robert's Rules of Order*.

ARTICLE V.

Amendments

SECTION 1. Amendments to this Constitution shall be proposed by a three-fourths vote of the total membership of the Council.

SEC. 2. Amendments shall be in force when ratified by a three-fourths vote in five-sixths of the home room.

ARTICLE VI.

Schedule

SECTION 1. All members chosen to the Council at the first election of the school year 1937-38, shall serve for the remainder of the year.

SEC. 2. Elections shall be held as soon as possible after the ratification of this Constitution. The Assembly Committee shall be in charge of these.

ARTICLE VII.

Ratification

This Constitution shall be established when ratified by a three-fourths vote in five-sixths of the home rooms.

AMENDMENT

If any home room or organization wishes to recall its representative it may do so by a two-thirds vote of its total membership and the approval of the teacher-adviser. The motion to recall shall be made at least one week previous to the final vote.

RULES OF PROCEDURE

A. Order of business

1. Roll Call
2. Reading of Minutes
3. Committee Reports
4. Communications
5. Unfinished Business
6. New Business

7. Appointment of Committees

8. Adjournment

B. Meetings

1. All meetings shall follow strict parliamentary procedure according to *Robert's Rules of Order*.

2. Persons other than members of the Council may be present and shall be given permission to speak at any meeting on a subject of interest to them and the Council.

C. Voting

1. Generally, voting shall be by a show of hands.

2. At the request of two members, a roll-call vote shall be taken and recorded in the Minutes.

D. Committees

1. The Chairman of all committees shall be a member of the Council. Members may be appointed from outside the Council.

2. All committee reports must be written out and signed by the members of the committee agreeing to it.

E. Minutes

1. Minutes must be written up by the secretary immediately and submitted to the office for dittoing.

2. Copies of Minutes shall be given to each member of the Council, to each teacher, the principal, and the superintendent.

3. Home-room representatives are to report all Council action to their home-rooms.

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**National Association of Secondary-School Principals, 1201 Sixteenth
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The Victory Corps in the Junior High School

HOWARD C. ALEY

Director of Publications, James Hillman Junior High School, Youngstown, Ohio

THE Victory Corps program as originally proposed by the National Policy Committee comprised of representatives of the War and Navy Departments, the Department of Commerce, and the United States Office of Education War-time Commission, listed an eight-point program of objectives which were directly applicable to the secondary school. Summarized in their briefest form from Pamphlet Number I of the Victory Corps Series as published by the United States Office of Education, the paragraph related to objectives, reads as follows:

The objectives of the high-schools wartime program which the Victory Corps will foster and promote are: (1) Guidance into critical services, (2) Wartime citizenship, (3) Physical Fitness, (4) Military Drill, (5) Competence in science and mathematics, (6) Pre-flight training in aeronautics, (7) Pre-induction training for critical occupations, and (8) Community service.

The original Victory Corps Program was intended for implementation in the secondary school, as it is a generally recognized fact that the youth approaching his eighteenth birthday likewise approaches the jurisdiction of the Selective Draft, with a likelihood of his entrance into one of the Armed Services of our country. It was the intent of the Victory Corps Program to map a plan of procedure for the 28,000 high schools of our country, to assist in the training of 6,500,000 students to do their part in the victory effort. Cognizant of the fact that there were many things within the scope of the Victory Corps Program which the junior high school was not able to accomplish because of the immaturity of its student personnel, there yet appeared to be many areas within which the junior high school could make a substantial contribution to the result toward which the Victory Corps Program itself was dedicated. Obviously, the junior high school was limited in its ability to do much in the way of military drill, pre-flight training in aeronautics, and pre-induction training for critical occupations, but the objectives which related to guidance into critical services, wartime citizenship, physical fitness, competence in science and mathematics, and community services, stood out as challenges to the junior high school to make a real contribution to the development of our youth, to the end that they might best serve the national interests as well as fitting themselves for a constructive citizenship. Inasmuch as the Victory Corps pamphlets merely mentioned the junior high schools in the organization plans, it remained for the junior high schools to plan their own program and implement it to the best advantage of the youth for whom it was intended.

STUDENT COUNCIL PARTICIPATES IN PLANNING

Faced with the problem of adapting to the junior high school level, a program which had been designed with the secondary-school personnel in mind, we at James Hillman Junior High School first surveyed the problem in a thorough manner, calling into discussions Howard W. Phillips, principal, the deans, and those teachers whose interests and capacities might contribute most generously to the solution of the problem. Because the "club" is inherent in the conception of the junior high school, it was decided to organize a series of clubs under each of the general divisions suggested by the National Policy Committee for the High School Victory Corps.

After the basic decisions of the scope of our Victory Club activity program had been reached, the student body's representative group, The Student Council, consisting of one representative from each home room was called in to participate in the discussions. At the Student Council sessions, the nature of the Victory Club Program was discussed, and out of action completed at these sessions, bulletins were distributed to the entire student body, outlining the organization and objectives of the program, together with the basic qualifications which had been set up by the joint action of the faculty and Student Council representatives.

THE ORGANIZATION FROM THE STANDPOINT OF ADMINISTRATION

In setting up the actual organization, it was our purpose to effect an administrative control which would be thorough, yet limited to as few persons as possible. The principal appointed the Dean of Boys to assume full charge over the four divisions which we chose to adapt out of the original five divisions set up by the National Policy Committee. Four division heads were appointed to organize and co-ordinate the activities of the several clubs under each division. The school librarian was appointed to organize all material related to the Victory Corps Program and to make this material available to club leaders and student members. An Assembly Committee was appointed to organize assembly programs which were designed to bring before the entire student body the activities of the various clubs. The physical education instructors were placed in complete charge of the physical fitness program, and upon them rested the responsibility of establishing standards of physical fitness and performance required of all who desired to work for the awards which were offered at the close of the semester of club activity. Responsibility for the preparation and publication of a complete report of the activities of the year, was assigned to the director of publications, who strove to co-ordinate the efforts of the Victory Clubs and the school paper, wherever possible.

The discussions which were held by the administration, the division heads, and Student Council representatives centered about the following points: (1) Activities of each division, (2) Qualifications and requirements for membership in the Divisions, and (3) Insignia awards for satisfactory participation.

Out of these discussions, conclusions were reached which it was felt would provide a program covering the entire field in an adequate manner and lending itself to a readily integrated program of activity for the entire student body.

BRINGING THE PROGRAM BEFORE THE STUDENT BODY

Once the organization had been definitely established, the student body was presented the complete picture, with the suggestion that although the program was originally designed for the senior high school, no alert junior high-school student could afford to overlook the opportunities offered by such a program on the pre-high school level. The advantages offered by such a program were briefly enumerated as follows: (1) The Victory Club in the junior high school can serve effectively in bringing before the child in an efficient, level-headed manner, the implications of total war and the role of the individual in the total war picture. (2) The Victory Club in the junior high school can serve effectively in introducing the pupil to the kind of activity he will experience in the senior high-school Victory Corps Program. (3) The Victory Club in the junior high school can serve effectively as an implement of guidance, in that it offers an opportunity for the individual to survey his interests and capacities at the intermediate level, looking forward to the broader curriculum of the senior high school.

OBJECTIVES OF THE JUNIOR HIGH SCHOOL VICTORY CLUBS

It was in the matter of objectives that considerable modification was necessary in order to make the Victory Corps adaptable to the junior high school. That the objectives were necessarily different on the two levels was in no sense an indictment against those established by the National Policy Committee, but reflected rather an awareness on the part of the administration that the difference in age and degree of maturity between the junior and senior high schools precluded a difference in objectives. Thorough study and discussion preceded the final draft of a statement of objectives which was deemed satisfactory for this program on the junior high-school level. The objectives as finally approved were as follows: (1) The Victory Clubs shall function as guidance activities. (2) The Victory Clubs shall help students to an appreciation of the implications of total war. (3) The Victory Clubs shall contribute substantially to the development of a better home-front morale on the part of students. (4) The Victory Clubs shall provide limited experience in pre-induction activities. (5) The Victory Clubs shall guide and stimulate better training in the areas of scholastic, prevocational, trade, physical, and moral fitness. (6) The Victory Clubs shall work toward the development of a keener sense of personal responsibility and the role of the individual in total war. (7) The Victory Club Program shall orient students in the field of Victory Corps activities, providing an over-view of the program offered in the senior high school.

THE VICTORY CLUB PROGRAM AT WORK

The Victory Club Program as finally approved and offered our students was patterned as closely as possible after the plans originally set up for the secondary schools. The clubs were organized under four major divisions consisting of the following: (1) Sea Service, (2) Land Service, (3) Air Service, and (4) Community Service. Each of these divisions was under the supervision of a division leader who had been appointed by the principal. Each division was made up of from four to five clubs of related interests. A club sponsor was in charge of each club, the sponsor being a teacher whose interest and training most nearly suited the particular club to which she was assigned. A very brief listing of the various clubs as found below, will indicate the areas of interest and ability which were found to be most practical to include in the junior high school:

(1). Sea Service Division

- Club 1. Model Boat Building Club.
- Club 2. Problems of the Navy, and Navy Dangers.
- Club 3. Officiary, Terminology, Insignia, Rank, etc. of the Sea Service.
- Club 4. The Merchant Marine and High Seas Laws.
- Club 5. Trades and Skills Involved in Sea Service.

(2). Land Service Division

- Club 1. Officiary, Terminology, Insignia, Uniforms, etc. of the Land Service.
- Club 2. Army Artillery, Weapons, etc.
- Club 3. Army Organization.
- Club 4. Army Foods, Clothing, Shelter, Housing, etc. (There was a second unit of this club.)

(3). Air Service Division

- Club 1. Airplane Design and Model Making. (There was a second unit of this club.)
- Club 2. Airplane Mechanics.
- Club 3. Air Navigation and Meteorology.
- Club 4. Air Service Organization and Officiary.

(4). Community Service Division

- Club 1. The Red Cross.
- Club 2. The Medical Corps in Action.
- Club 3. Conservation of Foods, Clothing, Housing, Rationing, etc.
- Club 4. War Financing, Stamps, Bonds, Taxes, etc.
- Club 5. Professional Services, Clerical, Chaplains, Legal Service, etc.

Before these clubs were set in motion, a statement of objectives was drafted by each club sponsor, and suitable materials were gathered for the implementation of the program of each club. Club sponsors were responsible to the division leaders, who in turn were under the leadership of the dean of boys whose responsibility had been assigned by the principal. Teachers who were not assigned to Victory Clubs were given charge of supervised study groups made up of those students who claimed no interest in the club program. The numbers involved in the study group will be more fully discussed under the paragraph dealing with the results of the program.

ASSIGNMENT TO VICTORY CLUBS

Student interest as indicated upon a form listing first, second, and third choices was the criteria by which assignment to the various clubs was made. When conflicts in scheduling or overloading of some clubs was apparent, a youngster was necessarily assigned to his second, or in some cases, his third choice of clubs. Teacher assignments were made in more or less the same manner, with teacher choices in general tending in the direction of their greatest ability and preparation. In order to eliminate the personality factor as far as student choices were concerned, no teacher's name was attached to the club at the time students were making their choices. It was felt that there was wisdom and general soundness in the policy of having students make their choices on the basis of interest, rather than presenting them with the problem of making a choice between a favorite teacher and an area of interest. Students consequently chose their favorite club, not their favored teacher. A complete bulletin describing in detail the purposes, objectives, and projects of the various clubs was discussed during several home-room periods prior to the actual mechanics of enrollment. Questions were raised and discussed during these periods in order that the students might have an adequate understanding of the clubs which they were considering for enrollment. Those students who voiced disinterest in the program even after a complete discussion of the activities which were being offered, were assigned to the supervised study groups, presided over by teachers who requested such assignment.

PHYSICAL FITNESS AS A QUALIFICATION FOR RECEIVING THE AWARD

The obvious immaturity of junior high-school students required that considerable attention and study be directed toward the establishment of a set of standards which would not be beyond the ability of students of the seventh, eighth, and ninth grades. Physical requirements were established by the physical education instructors with due consideration of the capacities of adolescents. The problem of physical requirements was divided into two phases, the first being concerned with an examination of the student's posture, in recognition of the relationship between correct posture and good physical condition. The second series of tests was designed to evaluate the stamina and endurance of the student. The posture tests were administered during regular physical education periods, with the instructors making a careful inspection of the sitting and standing postures of each child. A point system was established with ten points as the maximum score to be achieved, while a minimum of seven was required in order to be considered satisfactory. Students who failed to qualify in the posture tests were not eliminated from club activities, but were not eligible for further physical examination which likewise must be passed in order to be a candidate for the award which will be described in more complete detail in a later paragraph. In connection with the posture tests, physical education instructors checked the vision, hearing,

and breathing habits of each youngster before admitting him to the strength tests.

The strength tests for boys included push-ups, sit-ups, standing broad jump, baseball throw (for accuracy), and a jump and reach test. Minimum standards were adjusted to the age level of the students who were being examined. The test for girls included knee-bends, sit-ups, standing broad jump, baseball throw (for accuracy), and jump and reach tests. Lists containing the complete requirements of the posture and strength tests are available by addressing the author, as are also complete bibliographies of material used by the various club sponsors in the more than twenty clubs which made up the program.

RECOGNITION OF ACHIEVEMENT BY AWARD OF INSIGNIA

The National Policy Committee in its organization plans, prescribed a set of Victory Corps emblems which were to be recognized as the official designation of participation in the various Victory Corps activities. Because the program was in fact, a modification of the program for secondary schools, it was felt that we were not privileged to award these emblems to Victory Club members on the junior high-school level. The stimulus to morale and interest, however, which such an insigne affords, could not be overlooked, so in its planning sessions, our committee considered and approved the awarding of a simple letter "V" which should be worn by those who had successfully met the requirements for the award. The letter was of bright red felt mounted upon a white felt background. It was met with an enthusiastic interest on the part of our student body. The requirements for the award were approved as follows:

1. No member, in being considered for the award, may be absent from more than two Victory Club sessions.
2. Member must attain a grade of "A" or "B" in the club activity work. (Grades must be submitted to the dean's office several weeks in advance of the awarding of insignia.)
3. Member must be approved by the Physical Fitness Committee after having passed the posture and strength tests.
4. Member must pay small fees coincident with the maintenance of the club program.

THE ASSEMBLY PROGRAM

The role of the school assembly program in bringing before the entire student body, the activities of the several clubs within the program was immediately apparent. Because of the extreme importance of this co-ordination program, an assembly committee was set up to examine the various club activities and determine which could most readily and effectively be worked up into an assembly program. Co-operating with the club sponsors, leaders, and

teachers in presenting by assembly programs as much of the Victory Club activity as possible, this committee made a most significant contribution to the program. The content of the programs included instructional talks by pupils, demonstrations, dramatizations, and the presentation of illustrative materials. There were six Victory Club assemblies, presented during the semester, with special emphasis given to the imperative requirement of physical fitness in wartime, in the first of these assemblies. Other programs devoted to the interests of the Land, Sea, Air, and Community Service Divisions brought before the student body a fair sampling of the entire program. The awarding of the coveted club insignia, the "V," was made before the last assembly session of the school term.

THE LIBRARY OF VICTORY CLUB MATERIALS

Through the co-operation of the several club sponsors and the librarian, an impressive collection of Victory Club materials was assembled and made available to club members and teachers alike. Club sponsors and students were urged to be constantly on the watch for pictorial materials which might be of interest to any of the clubs, and this combing of periodical and pamphlet material yielded a goodly supply of appropriate references. Comprehensive bibliographies appearing in the Victory Corps pamphlets, Nos. I and II were also valuable in establishing a score of materials around which to build the club library. The school purchased any materials which sponsors felt would be helpful in the activities of their group. The complete bibliography is available on request.

AN OVERVIEW OF THE VICTORY CLUB PROGRAM

The number of students expressing interest in the Victory Club Program was most gratifying. Six hundred and thirty-two students, representing approximately two-thirds of the entire student body, were enrolled in the several clubs. In setting up the organization of the clubs, it was not supposed that any student would be able to qualify for many of the clubs, so that it was reasonable to assume that the three choices expressed on the Club Choice Form presented a rather adequate picture of the entire area over which any individual's interest might extend. The Victory Club Program was placed before the students as a challenge to prepare oneself for a worth-while citizenship in time of war. To teachers it was presented as a home-front responsibility which none could easily refuse to accept. Victory club meetings were held during the regular home-room period at bi-weekly intervals. Club sessions were held on Wednesdays and assembly programs were presented on Fridays. The program called for at least two assembly programs from each division, thus insuring a broad picture of the entire program. In planning the program for another year, it is believed that the following suggestions will help in attaining an even greater success than was enjoyed in the past:

(1) A real effort should be made to enroll every boy and girl in a club or

study group *before* the first club meeting is held. This is imperative for a good start. (2) Teachers should be as careful in their preparation for club meetings as they are for regular class work. (3) Home-room teacher guidance is highly desirable in helping students to enter the club which is best for the individual. There is a great possibility that choices, being entirely voluntary, may in some case be unwise. Home-room teachers may greatly assist in this matter.

Throughout the entire school, the interest of teachers and students alike was genuine. The reactions of Principal Howard W. Phillips to the success of the Victory Club Program as implemented at James Hillman Junior High School, were well expressed in a paragraph of the introduction of a monograph recently published by the school. The principal's words were these: "The experience herein described will be used as a textbook for the present year's program. We do not present it as an ideal program, but, from the principal's observation, the program was eminently successful in provoking school-wide interest in the war effort."



The American Red Cross

During March the American Red Cross will raise its 1944 War Fund. A goal of \$200,000,000 has been set. This must be met if the Red Cross is to continue its work on an undiminished scale. Let's give! . . . The millions of volunteer donors who have visited American Red Cross blood donor centers have helped save the lives of great numbers of our soldiers and sailors. These centers are equipped with up-to-the-minute scientific apparatus, and their operation is financed from Red Cross funds. Support the 1944 Red Cross War Fund and thereby help save the lives of the boys at the front.

Thousands of food parcels packed by volunteers are regularly shipped by the American Red Cross for distribution to American and United Nations prisoners of war and civilian internees in Europe. Similar shipments also go to the Far East. The Red Cross serves on every front. Maintenance of Red Cross services, however, depends upon the response to the 1944 Red Cross War Fund appeal. Let's give! . . . A soldier in the South Pacific received word of serious trouble at home. He went to the American Red Cross representative assigned to his unit. The latter, in co-operation with the man's home chapter, worked out a satisfactory solution of the family's difficulties. This is one of many Red Cross services to soldiers and sailors and their families, made possible by contributions to the Red Cross War Fund.

China*

Selected References for Teachers

C. O. ARNDT

Senior Specialist in Far Eastern Education,
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To meet the many requests from schools for teaching materials, aids, and references on China, this list was prepared by Dr. C. O. Arndt, specialist in Far Eastern Education. Schools will find this list helpful in the selection of materials for the observance of China Book Week, March 25-31. Reprints are available through the U. S. Office of Education.—The Editor.

Books, pamphlets, and other curriculum materials on China and the Chinese have been emerging at an increased tempo during the two years just past. The space here provided is small, due to paper shortage, and it is possible, therefore, to list only a limited number of sources. *Items marked with an asterisk* are designed for use with young children.

BIBLIOGRAPHIES OF BOOKS AND MATERIALS

**Children's Books About China* by Dora V. Smith, chairman. In January, 1944, (pp. 28-30) issue of the *Elementary English Review*. Reprints available free through Elementary English Review, 211 West 68th St., Chicago, Illinois.

An annotated list of 31 books, prepared by the Chairman of the Elementary Section of the National Council of Teachers of English.

The Far East. An Annotated List of Available Units, Courses of Study, and Other Curriculum Material Dealing with the Far East by C. O. Arndt. Available in revised and enlarged form through U. S. Office of Education, Washington 25, D. C. 1944. 14 pp. Free.

Bibliography of about 45 annotated items available to public schools through inter-library loan or at nominal prices. The way by which each item may be secured is given in each case.

What One Should Know About China. Washington, D. C.: Library of Congress. 1942. 4 pp. Free.

An annotated list of some dependable books compiled at the Library of Congress. This short, carefully selected bibliography of books about China is arranged under the following captions: biography, civilization, economy, foreign relations, geography, history, literature, philosophy, social life, and customs. It is designed for the adult reader.

What to Read About China, A List for High-School Students. New York: The

*A preprint from the March issue of THE BULLETIN of the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.

East and West Association, 40 East 49th St. 1942. 19 pp. 10 cents. Mimeo.
This is an annotated list of 18 books.

BOOKS

- *Buck, Pearl. *Chinese Children Next Door*. New York: John Day. 1942. 64 pp. \$1.50. Nine daughters and no son will occasion unusual problems in any country. China is no exception, as will be seen from this well-sketched story of Chinese family life.
- Buck, Pearl. *The Chinese Novel*. New York: John Day. 1939. 59 pp. \$1.50. This illuminating overview of the history of the Chinese novel was originally given before the Swedish Academy at Stockholm in 1938 when the author was honored with the Nobel Prize. It should be of particular interest to teachers of languages and literature.
- Chen, C. H., and S. H. *The Flower Drum and Other Chinese Songs*. New York: John Day. 1943. 65 pp. \$2.50.
One of the first collections of traditional Chinese folk songs to be published in this country. Contains full score for piano and voice.
- Creel, Herrlee. *The Birth of China. A Study of the Formative Period of Chinese Civilization*. New York: John Day. 1937. 402 pp. \$3.75.
This is a pleasantly readable account of early Chinese history for the general public.
- Cressey, George B. *China's Geographic Foundations: A Survey of the Land and Its People*. New York: McGraw-Hill. 1934. 436 pp. \$4.00.
This geography is not divorced from the people; they are an integral part of the story. Good illustrations supplement the text.
- Goodrich, L. C. *A Short History of the Chinese People*. New York: Harper Brothers. 1943. 260 pp. \$2.50.
Compact, but readable. Done by an authority in the field.
- *Handforth, Thomas. *Mei Li*. New York: Doubleday, Doran. 1938. 48 pp. \$2.00. Story of a small girl and her brother at a New Year Fair in Peking. An effective blending of story and art work.
- Lewis, Elizabeth. *Young Fu of the Upper Yangtze*. Philadelphia: J. C. Winston. 1932. 265 pp. \$2.50.
The story of a Chinese boy who works as a coppersmith's apprentice is well told.
- Lin Yu-Tang. *Moment in Peking*. New York: John Day. 1939. 815 pp. \$3.00.
A classic novel on Chinese family life.
- Lin Yu-Tang. *My Country and My People*. New York: John Day. 1939. Rev. Ed. 382 pp. \$3.00. The author's keen sense of humor, lucid style of writing, and thorough understanding of both eastern and western philosophy and life render this book an outstanding introduction to a study of China and the Chinese.
- *Seeger, Elizabeth. *Pageant of Chinese History*. New York: Longmans, Green. 1937. 386 pp. \$3.00.

Written in simple language, this book covers Chinese history from 3,000 B.C. to 1912.

Snow, Edgar. *The Battle for Asia*. New York: World Pub. Co. 1942. 431 pp. 89c. An invaluable account of the background of the war in the Far East.

Waley, Arthur. *Translations from the Chinese*. New York: Alfred A. Knopf. 1941. 325 pp. \$5.00.

An attractive volume of prose and poetry done by a competent translator.

PAMPHLETS

Arndt, C. O., Turosienski, Severin K., and Fong, Tung Yuen. *Education in China Today*. U. S. Office of Education. Leaflet No. 69. Washington, D. C.: Supt. of Documents. 1944. 11 pp. 5 cents. Brief factual review of Chinese education with bibliography.

Barnett, Robert. *China: America's Ally*. New York: American Council, Institute of Pacific Relations. 1942. 48 pp. 15 cents.

An overview of China at war.

Creel, Herrlee G. *Chinese Writing*. Washington, D. C.: American Council on Education. 1943. 16 pp. 25 cents.

Shows the historical development of Chinese characters and language.

*Harvard Workshop for the Committee on Asiatic Studies. *Teaching Outline for Elementary Schools*. New York 19: United China Relief, 1790 Broadway. 1942. 16 pp. 5 cents. Five copies for 20 cents.

This pamphlet for elementary schools lists topics which are appropriate for pupils at this level and suggests activities and projects illustrative of the range of exercises about China which will be stimulating and profitable.

Harvard Workshop for the Committee on Asiatic Studies. *Teaching Outline for High Schools*. New York 19: United China Relief, 1790 Broadway. 1942. 16 pp. 5 cents. Five copies for 20 cents.

This pamphlet for high schools makes suggestions for the study of China in courses on geography, world history, U. S. history, literature, and art.

Morgan, H. T. *China*. Los Angeles: Quon-Quon Company. 1942. \$1.50 for series. Available through P. D. and Ione Perkins, 1620 Mission Street, South Pasadena, California.

This attractive red folder contains a collection of small, colorful booklets on the following topics: Chinese Proverbs, Chinese Carvings, The Story of Jade, Eight Immortals, Chinese Festivals, Chinese Dogs, Chinese Religious Beliefs, Chinese Porcelain, Metal Art, Symbolism, Recipes, Astrology, Music.

The People of China. New York: East and West Association, 40 East 49th St. 1942. 20 pp. 30 cents.

A brief, readable account of the people of China, their history, and their

leaders with suggested readings under each section. Suitable for junior and senior high-school students.

Songs of Fighting China. New York: Chinese News Service, 30 Rockefeller Plaza. 50 cents.

Eleven war songs of contemporary China with notes. The song texts are given in both Chinese and English.

Taylor, George. *Changing China.* St. Louis: Webster Publishing Co. 1942. 94 pp. 30 cents. The story of old and new China is briefly sketched in this booklet.

UNITS OF STUDY

**China.* Prepared by the Santa Barbara City Schools. 1940. 81 pp. Not for sale. Ten copies of each unit are available through inter-library loan from the Library, U. S. Office of Education, Washington, D. C. Grade 4.

This unit shows how the culture of China has contributed to the development of the Santa Barbara, Calif., area. It is constructed to furnish source material for the teacher which will enable her better to suggest rich and varied experiences to the class.

Language Unit on China for Grades 7 and 8. Prepared by the Detroit, Mich., Public Schools. Available through United China Relief, Inc., 1790 Broadway, New York 19. 1942. 8 pp. 5 cents. Five copies for 20 cents.

Many helpful suggestions, including an outline, possible activities, and proposals for correlation are given in this unit on general language.

AUDIO AIDS

Chee Lai, Songs of New China. Album K109. Available through Keynote Recordings, Inc., 522-5th Avenue, New York. List price \$2.75.

Three 10-inch records with booklet are contained in this album. The songs are Chee Lai, Song of the Guerillas, Chinese Farmers' Song, Work as One, Street Singer's Song, Chinese Soldiers' Song, Riding the Dragon. Paul Robeson sings both in English and Chinese. Lieu Liang-mo conducts the Chinese Workers' Chorus.

Chinese Classical Music. Album No. 44. Available through Musicraft Corporation, 480 Lexington Avenue, New York. List price \$3.50.

This album contains four 10-inch records by Wei Chung Loh. The content of the records is as follows: No. 239, Soliloquy of a Convalescent and March (Er-hu); No. 240, Dance Prelude and Flying Flowers Falling (Pi-pa); No. 241, The Drunken Fisherman and Parting at Yang Kwan (Ching); No. 242, Temple Meditation and The Flying Partridge (flute).

Eight Recordings on Chinese Life. Available through Educational Radio Script and Transcription Exchange, U. S. Office of Education, Washington 25, D. C. Free on loan.

These eight 16" recordings (33 1/3 rpm) are done by Madame Chiang Kai-shek, Pearl Buck, J. Y. Yen, Elizabeth Seeger, Lin Mousheng, B. A. Liu, and Agnes Smedley. The recordings deal with various aspects of Chi-

nese life, except for Madame Chiang's talk which is her "Address before Congress."

VISUAL AIDS

Asia Set 6. Fairgrieve Geography Pictures. Available from A. J. Nystrom and Company, 3333 Elston Avenue, Chicago, Ill. Price 75 cents for set of 64 pictures. This set contains 22 pictures of India, 2 of Ceylon, 4 of Indo-China, 4 of the East Indies, 11 of China, and 8 of Japan. Each of the pictures of the series tells a definite story about some aspect of Far Eastern life. The size is 4" x 6". A brief description is given at the bottom of the picture. The pictures are printed on one side of the paper only, thus facilitating distribution among pupils, individual work, and also use with epidiascope or other projecting apparatus.

China by Kwok Ying Fung. New York: Henry Holt. 1943. 192 pp. \$5.00. Religion, education, and daily life are portrayed on 83 large clear pictures. Interpretative captions and comment add to the value of this attractive book.

The Far East and Adjoining Areas. New York: American Council, Institute of Pacific Relations. 25 cents. This large (34" x 48") colored map gives boundaries as of 1939 and indicates the location of natural resources by symbols. Rail- and motor-roads are sketched.

Films to See About China. Available through the East and West Association, 40 East 49th Street, New York. 1943. 10 pp. 10 cents.

This is a mimeographed list of 16-mm. (and some 35-mm.) films on China with a description of the content of each film. An appraisal with suggestions for preparatory study of the subject, recommendations for various age groups, as well as the date of issue, technical description, producer, source and rental costs are given. A list of the distributors of the films is appended.

**Picture Map of China.* Available through Friendship Press, 156 Fifth Avenue, New York. 1932. 50 cents.

This large picture map (38" x 48"), sketched in black ink on white background is designed for coloration. A supplementary picture sheet accompanies the map.

Romantic China. Available through James Henry White, White Brothers Chinese Art Exhibition and Lectures, Berrien Springs, Mich. 42 pictures 8" x 10". \$1.50 plus postage.

The 42 photographs of this collection feature China's temple, pagodas, palaces, and gardens. The landmarks of the historic city of Peking are particularly well represented. The photographic art of the pictures is deserving of special note as is their distinctive composition and setting. Complete description and historical notes are provided for each picture.

LOAN PACKETS

The following Loan Packets are available through Information Exchange, U. S. Office of Education, Washington 25, D. C.

- *Packet XXI-E-1. *China: Units of Study, Pictures, Songs* (Elementary level).
- Packet XXI-JS-1. *China: Units of Study and Supplementary Aids* (Secondary).
- Packet XXI-G-1. *China: Reading and Study Materials* (Secondary and adult).

As indicated in the titles above, these packets on China contain various kinds of curriculum material suitable for classroom use. Upon request, one or two packets will be mailed without charge to schools for a loan period of two weeks. Franked labels are provided for the return of materials.

WAR POSTERS

The Chinese war posters listed below were done originally in China. Due to the difficulties of transportation, copies have been printed in this country from the originals. They afford interesting examples of Chinese war propaganda. Copies are available through Chinese News Service, 30 Rockefeller Plaza, New York, N. Y. Price to educational institutions: 50 cents per set of 7.

1. Chiang Kai-shek Likeness with Background of Chinese Characters. Message in Chinese: The war above all; Victory above all (In background—repeated throughout “Resistance and Reconstruction.”)
2. Chinese Flag. Message in Chinese: Long live China!
3. Head of Soldier with Helmet. Message in Chinese: As long as the invader is on our soil, so long will we keep up our resistance.
4. Chinese Flag with Armed Soldier. Message in Chinese: The nearer you get to victory, the harder you should struggle.
5. Clenched Fist Bearing Torch. Message in Chinese: Our Armies will bend, but will not break.
6. Chinese Airman with Planes. Message in Chinese: The pick of our youth are joining the air force.
7. Chinese Soldier with Two Japanese in Surrender. Message in Chinese: The longer we fight, the stronger we become. The longer our enemy fights, the weaker he becomes.

MAGAZINES

Asia and the Americas (formerly *Asia*). Asia Magazine, Inc., 40 East Forty-ninth Street, New York, N. Y. Monthly. \$4.

A well-illustrated journal dealing with Far Eastern countries. It presents educational abstracts, book reviews, articles on art, culture, politics, and economics.

Far Eastern Quarterly. Far Eastern Association, Inc., 450-454 Ahnapi St., Menasha, Wis.; or Columbia University, New York, N. Y. Quarterly. \$4.

Includes discussions of economic, political, and cultural developments arising out of the contact between the people of the West and the Far East. For the duration, it will “publish material bearing upon the basic vital issues of war and peace in the Pacific.” Features book reviews.

School and Community Promote Pan-American Study

EVERY F. OLNEY

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ARE CONTESTS ever educational? For years educators have contended vigorously and often emotionally with each other over the answer to this question. The purist argues that a contest furnishes an artificial stimulus, unduly disturbs the student emotionally, and generally results unfortunately for all concerned—even the winner. The tougher-minded realist insists that most human beings enjoy competition, and the student who enters a contest tries a little harder because of the competitive element and as a result of this added effort learns a little more. As in most arguments there is something to be said on both sides. Perhaps the correct answer is that some contests have enough educative value to more than offset the evils said to be inherent in prize competitions. The annual public discussion contest held in the Phoenix Union High Schools is believed to have value in the promotion of learning activities.

The chief values of this discussion contest are the practice in public speaking and the acquaintance which the students get with many varying viewpoints on some present-day topic of general interest. Through the period of preparation the student gets active practice in selecting and classifying materials, in reading, note-taking, and outlining, and in writing and speaking from notes. He also learns something about the inside of a library and how to secure information through interviews and writing letters. As a result of presenting the discussion and participating on panels before his class, he has the opportunity to speak before an audience and to secure the criticisms of an informed audience on his subject matter, delivery, and appearance.

Just how did this contest come into being and how is it organized? Thirteen years ago Superintendent E. W. Montgomery of the Phoenix Union High Schools, knowing that the Rotary Club wished to encourage public speaking among the high-school students of the city, outlined to them the plan for an annual public-discussion contest. The club quickly and enthusiastically agreed to sponsor this activity.

THE PLAN

Briefly and simply the plan of operation is this. An important topic of present-day interest is selected as the subject for the year's discussion, and for the "contest" stage of the project each student may select any phase of the general subject which he desires. He prepares himself to discuss his chosen topic for a period of not to exceed six minutes. The period of preparation is carried on as a part of the regular work of the English and speech classes of the schools. In order that all students may have an equal chance at any

honors that may be awarded, the contest is so arranged that ninth-grade students compete against ninth graders, tenth graders against tenth graders, and so on through the four years of the high schools. There was a fear expressed by some that the boys would out-talk the girls or *vice versa*. To bring about equality between the sexes, girls in each grade compete against girls and boys against boys. These arrangements permit the selection of one girl and one boy representative from each of the four classes, bringing eight students—four girls and four boys—into the final contest. The finalists appear before the student body of one or the other of the schools, thus making it possible for many students to hear the final discussions.

Typical subjects used in different years have included *Safety on the Highways*, *George Washington* (1932), *Peace*, *The Student Prepares for War through the School*, *Coronado and the Conquistadores*, and *Conservation of Natural Resources*.

The selection of the subject for the year is made democratically. The Rotary Club is often asked for suggestions, but only once has a topic been suggested by them, as they prefer not to be put into the position that would lay them open to the charge of dictating the policies of the contest. All teachers who may in any way be involved in the contest are asked to consider with their classes the question of what are the chief subjects now being discussed by the American people. From these suggestions by both students and teachers the committee in charge formulates a list of possible topics for the year, which are returned for further scrutiny and ranking by the classes and teachers involved. On rare occasions when one single topic appeared to be outstanding in interest and appeal, only this topic was submitted for consideration. It was usually approved so generally that a formal vote was not considered necessary.

The Rotary Club assists in the contest by aiding in the securing of reading materials which bear on the subject, by acting as judges in the semi-final and final contests, and by acting as hosts to the finalists at a Rotary luncheon at which the students put on the program and receive their monetary awards furnished by the Rotary Club.

AN EXAMPLE OF A PROJECT

A review of the workings of the project during the school year of 1942-43 will serve to illustrate the possibilities of such a contest.

The subject chosen for 1943 was *Our Neighbors Up and Down the Road*. This was one of the years when one topic and only one seemed to suggest itself. All over the Southwest, as elsewhere in the Americas, people were discussing inter-American solidarity and it was natural that students and teachers should catch the fever. Further, the schools of Phoenix had been designated as one of the Inter-American Education Centers, sponsored jointly by the U. S. Office of Education and the Office of the Co-ordinator of Inter-

American Affairs, and the discussion project seemed a good instrument through which the doctrine of Pan-Americanism might be studied by a considerable number of students. In addition Pan-Americanism has been one of the projects near to the heart of Rotary International.

Immediately upon the announcement of the subject for the year, the Spanish, history, and art teachers, as well as the librarians of the two high schools made available their collections of materials for the use of the students who were to enter the contest. The local city and county librarians joined in expressing their interest and offering their services. Rotarians, through articles in the *Rotarian* and from other publications, furnished reading materials for the project. Other business men in the community were happy to furnish pamphlets on trade relations with Latin America which had been published by their firms. Sr. Moreles Gonzalez, consul for the Republic of Mexico stationed in Phoenix, was most kind, as were the consuls of other American republics stationed in Los Angeles and San Diego, California. Much material was secured from these sources by the curriculum office and turned over to the school libraries and the classrooms where a larger number of students would be working on the project. Much of this material will be a permanent addition to our library collections. Most of the material was furnished free by the interested agencies, including some agencies of the Federal government.

For many years the Spanish teachers have been collecting material both in Spanish and English dealing with Latin America. At Phoenix Union High School the Spanish department opened up a room in which these materials were placed. During the afternoon one of the Spanish teachers and usually an English or speech teacher would meet the students in this room and together teachers and students would evaluate and select pertinent material to be used by students who were working on a particular phase of the problem of inter-American relations. It was apparent to any observer that learning was taking place, both for student and teacher.

The instructor in Latin American history at Phoenix Union High School has been developing through the years a very valuable reference library on Latin America. This material was available to all students who wished to use it, and the instructor was able to answer many questions for the students.

SUCCESS OF THE PLAN

An idea of the extent of this project can be obtained from a few statistics. About 1600 students at North Phoenix and Phoenix Union High School took part in the project. During the period of three weeks while the students were preparing the unit, the city of Phoenix librarian reported that 400 books on Latin America or Canada were borrowed by high-school students, while the Maricopa County librarian reported about 350 withdrawals.

The librarian at North Phoenix High School reported a circulation of 2,584 books, magazines, and pamphlets, while at Phoenix Union the total circulation was 3,765. It should be understood that these figures do not include the materials made available by the Spanish teachers, the classroom materials in each of the English and speech rooms numbering at least forty-five pamphlets and books which were used by five classes meeting daily in the particular room, nor most of the history department materials. Miss Jane Hudgins, Phoenix city librarian, stated to the writer in a personal letter, "I have been very much encouraged by the response in this community concerning our Latin American project, and particularly so as it relates to the interest of high-school students."

The writer asked Mrs. Evangeline S. Berryman, Maricopa County librarian, in a telephone conversation if she had noticed any unusual interest in Pan-American books during the period of the contest. Her reply was, "I'll say we did. Your students nearly swamped us." In her letter reporting the number of withdrawals during the period, Mrs. Berryman added, "The thing that impressed me most was the interest the pupils took in searching for the information needed. They seemed to vie with one another in discovering new material. I am sure that they will derive both profit and pleasure by their study of our neighbors to the south." Perhaps the stimulus which brought out these studious qualities in the students could be classified as artificial but certainly the results are gratifying.

Teachers from all departments joined the English teachers this year to act as judges for these speaking contests. The Rotary Club furnished the judges for the semi-final contest in which the high eight from each school met to compete for the right to speak before the assembly in the final phase of the competition.

The eight finalists spoke this year before the Phoenix Union High School assembly to an attentive audience of more than 2500 students, who accorded to many of the speakers applause which was little short of an ovation as they drove home with telling effect their pleas for mutual co-operation among the nations of the western hemisphere.

At the meeting of the Rotary Club at which the finalists spoke there were many visitors, including one resident of Rio de Janeiro. These gentlemen all listened attentively to the young speakers and at the close of the program many of the club members and visitors moved directly to the speakers' table to greet the young men and women who had spoken to them. One hard-boiled Rotarian, with moisture visible in his eyes, remarked to a neighbor, "When I listen to these young people, I am almost hopeful that at last we are going to have sense enough to make a durable peace in this world." He glanced up at the Rotary service flag, regretfully shook his head, and stomped out of the room.

News Notes

CHALLENGING ISSUES FOR SECONDARY SCHOOLS—The National Association of Secondary-School Principals annually prepares a discussion-group outline in connection with its discussion-group project that it has sponsored during the past seven years. In an effort to encourage and promote a systematic discussion of current issues and projects of secondary education, co-operative thinking and planning by all engaged in secondary education have been the more immediate aims of these discussion-group activities. Reports to the office indicate that during the past years very successful educational achievements, highly constructive and democratic in their development, have resulted through the regular discussion of vital and important school issues. In some instances these discussion-group pamphlets have been used by groups of high-school principals in regularly scheduled meetings. In other instances they have formed the basis for faculty-discussion meetings within a school. A new discussion-group folder entitled *Challenging Issues for Secondary Schools* has just come off the press. This four-page folder outlines seven significant problems that are confronting secondary-school people of the day. Each problem not only contains a series of questions but also short up-to-date and to-the-point sources of reference. These folders will be sent free upon request in quantities sufficient to meet the needs of any school or secondary-school principals' group. Make your request known through the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.

FORTHCOMING MAGAZINE ARTICLES—*Fortune*, *Time* and *Life*, well-known publications, have recently adopted the policy of not only keeping the public informed of their forthcoming articles but they have also provided a service where previews of certain articles may be secured in limited quantities. These previews may be secured by addressing a post card or a letter to Dorothy W. Bishop, Bureau of Special Services, Room 96, Time Inc., Rockefeller Center, New York 20. In addition this Special Services Bureau provides a bibliography entitled "Research Report from *Time*, *Fortune*, and *Life*." These mimeographed reports are short annotated references to articles that have appeared in these three magazines. The listing gives the name of the article, the date, page number, and issue in which it appeared as well as a brief annotation.

PICTURE MAP OF CHINA—The Friendship Press, 156 Fifth Avenue, New York City, has a very attractive, decorative map (38" x 48") available for fifty cents each. This large picture map is sketched in black ink on a white background. It is prepared with the idea that pupils may color it. A large supplementary picture sheet accompanies the map. This sheet contains twenty-five picture cut-outs that can be used in connection with a study of China. Likewise the supplement contains a descriptive text of the map as well as suggestions concerning the use of the map and the coloring process that may be engaged in by pupils. The outer border of the large map contains pictures of scenes as well as pictures of symbols that have been used for centuries by the Chinese. A description of each of these symbols (some fifty in number) is given in the supplement. The purpose of the map is to interest and inform pupils about the great country of China. Crayons or water colors may be used for coloring the map. Instructions are given for either of these processes. This material will be found helpful to those emphasizing *China Book Week*, March 25-31.

THE TEACHING SITUATION—A recent tabulation made from the high-school Principals' Association report for 1943-44 indicates according to the January issue of the *Kansas Teacher* that approximately one-third of the Kansas high-school teachers have changed from one school system to another since the last school year. This is the largest turnover of the high-school teaching force that has ever occurred in a single year for Kansas. Some of the chief reasons given in the reports for this exceptionally large number of turnovers were (1) competition of salaries in larger high schools *versus* the salaries in smaller high schools, (2) competition of salaries in "defense" plants *versus* salaries in the teaching field, (3) drafting men for the Army, (4) marriage of women teachers, (5) preference in geographic locations, and (6) teachers' desire for modern living conditions.

TEN OUTSTANDING EDUCATIONAL EVENTS FOR 1943—(1) The U. S. Senate debates on Federal aid to education—the first national airing of education's needs in nearly three-quarters of a century. (2) Education's acceptance of the challenge for international planning—as exemplified in the Harpers Ferry meeting of the International Education Assembly and conferences of the Committee on Educational Reconstruction together with the publication and widespread distribution by the Educational Policies Commission of the National Education Association of the pamphlet *Education and the People's Peace*. (3) The teacher shortage, the trend to lower teaching standards to supply teachers, and the drop in teacher-training enrolments. (4) Trend toward equalization of salaries of Negro and white teachers. Litigation concerning this matter has taken place in practically every state maintaining separate educational facilities for the races; in the majority of instances Negro teachers won their point by consent decrees. (5) The Osborne Committee Report, recommending a billion dollar educational program for returning veterans, and introduction of S. 1509 by Senator Thomas carrying the recommendations. (6) Developments in Latin American educational relations as shown in (a) the significant study by the American Council on Education of the manner in which our textbooks deal with Latin America; and (b) the first meeting of ministers of education in the New World held in Panama. (7) The Army Specialized Training Programs. (8) America's awakening to the need for technical education—as exemplified by the establishment of a U. S. Office of Education Committee to study this missing rung in our vocational-professional ladder. (9) "The Cheshire cat-like disappearance" of the National Youth Administration from the educational scene. (10) The spirited response of teachers and administrators to the National Education Association's War and Peace Fund Campaign.

USING STUDENTS AS PART-TIME WORKERS—Eight million students over 14 years of age are looked upon by the War Manpower Commission as a "good source of part-time labor for war industries." In an official statement on war uses of part-time labor, the Commission points to successful examples of carefully-worked out student-worker programs to guide schools, labor unions, and industries. Applicants for part-time work have been more numerous than the job openings available for them, says the Commission. In some areas, as in Baltimore, special part-time work divisions of the U. S. Employment Service have been set up. In San Bernardino, California, the USES maintains a branch office in the high schools. Most student workers find odd jobs or are regularly employed in trade and service after their usual school hours. In such cases no special arrangements are required. When employed in war-production work, however, student-worker programs must be carefully developed.

In Torrington, Connecticut, an industrial town, the schools became alarmed at the large numbers of young people leaving school to accept jobs at premium wages. At a meeting of factory owners and school authorities, the "4-4 plan" was adopted. Jobs available for boys and girls 16 years and older were determined and the hours of employment set at 4 per day on the daylight shift and 8 hours on Saturday. Safety, sanitary measures, and rates of pay were agreed upon. The school then reorganized its academic program on a four-hour basis by eliminating the lunch and study periods. When employers need part-time help, their requirements are made known to the school vocational adviser. Suitable candidates with satisfactory school records are called in and referred to the job. Placements are followed up by the school if the scholastic record of the student-worker suffers, the youth discontinues his employment until his school record is improved.

EARN AND LEARN—An "Earn and Learn" plan at the Junior College of Connecticut in Bridgeport, has been well received by local industry and the students. Student-workers recruited under this plan are divided into two groups, each group spending half a day in the war plant and half a day in college. Thus two students are able to do a full-time job. Connecticut, says the WMC, has been far ahead of most states in the development of such plans. The State Bureau of Youth Services in co-operation with the local administrators have set up a series of community institutes bringing together parent-teachers associations, chambers of commerce, labor organizations, and farm groups to explore local needs and decide what adjustments employers and schools must make. A different kind of "4-4 plan" has been worked out by the Hoover High School at Glendale, California, for the Lockheed-Vega Aircraft Company. Students spend four weeks at the aircraft plant working as drill-press operators, riveters, and detail assemblers, followed by four weeks in the classrooms. Success of this plan led to its adoption by high schools of near-by Burbank and Pasadena. New production records were set by 16-year-old boys who attacked the production line with the zest of a team playing football. In Seattle, Washington, arrangements have been made whereby drafting students spend part of their time in drafting departments of the shipyards and receive school credit for such work. Part-time work has been stimulated, in some instances, by the fact that high schools in crowded war centers have found it necessary to operate on two shifts to make full use of classrooms and teachers. The Solar Aircraft Company in California took advantage of this situation and employed 200 students during their free period.

PRESIDENT ROOSEVELT ON THE JUNIOR COLLEGE—The significance of junior college terminal courses for returning servicemen and women was stressed by President Roosevelt in a special message which he sent to the American Association of Junior Colleges at its recent 24th annual meeting in Cincinnati. "The junior college," he wrote, "has now become a robust youngster in the family of American educational institutions. My particular interest at present centers in the part that the junior college may play in providing suitable education for many of the returning soldiers and sailors." President Roosevelt emphasized the importance of the dual nature of such education—vocational and general. "These men and women," he continued, "will wish, in many cases, terminal courses which combine technical or other vocational preparation with courses which assure a basic understanding of the issues confronted by them as American and world citizens. It seems possible, therefore, that the junior college may furnish the answer to a good many of these needs." In conclusion the President expressed

the hope that the Association "at this critical time may devise ways of serving most effectively the needs of American education and especially the postwar needs of ex-service men and women."

CANADA'S OWN CURRENT EVENTS MAGAZINE—*World Affairs*, a monthly magazine published from September to June, inclusive, for \$1.00 a year, is used quite extensively throughout Canada by secondary-school teachers and students of current events, history, study groups, debating groups—in fact all types of groups interested in contemporary history. It provides a monthly review of national and foreign affairs, a series of articles on important problems of democracy such as housing, medical service, conservation of resources, transportation, and the like. Events and problems of the present day are traced through their historical development. A wide selection of maps, pictures, and charts also form a part of its content. While the magazine is obviously for the needs of teachers and students of current events in Canada, it also is of interest to similar groups of people in the United States, especially in keeping them informed of what is being done in this field in Canada. The magazine is published by *World Affairs*, 224 Bloom Street, West, Toronto 5, Ontario. A special rate is offered when five or more subscriptions are sent to the same address. Sample copies are sent upon request.

NEW VISUAL TEACHING AIDS SUPPLEMENT—The Jam Handy Organization, 2900 E. Grand Blvd., Detroit (11), Mich., announces the completion of the following discussion slide film kit-sets, and their immediate availability: *Light on Mathematics*—24 subjects, totaling 1,087 individual photographs, drawings, graphs, diagrams, and pictorial exhibits to develop mathematical concepts for introductory, refresher, and review purposes; *Air-age Physics (Mechanics)*—series of 15 slidefilm subjects, comprising a total of 846 individual pictures, to help in establishing a visual and mathematical relationship between fundamental principles and their application; *Mechanical Drawing and Drafting*—(supplementary aids) kit-set of 18 subjects, 1,112 individual pictures, covering basic and more advanced geometric constructions, mechanical drawing projects, and an appreciation of the uses to which drawings are put in the shop.

RECENT OPA BULLETIN—The main features of America's wartime price-control program are outlined in the February issue of the *OPA Bulletin for Schools and Colleges*, prepared by the Educational Services Branch and now being made available through OPA Regional Offices to educational institutions and organizations throughout the country. "What schools and colleges do on the home front to re-inforce price control in their communities," asserted Dr. J. Cecil Parker, chief of the educational branch, in announcing this bulletin, "will go far toward protecting the wartime living standards of all local citizens and toward advancing the total war effort. Further to help school people to do this wartime job is the purpose of this issue of our publication." "Local Citizens Strengthen Price Control in Their Communities" is the title of the leading article in the February bulletin. This article emphasizes the nature of the community price program, the work of the price panel of the War Price and Rationing Board, the responsibilities of consumers, and the opportunities for schools all aimed to help hold the line on community ceiling prices in all local retail stores. An article on "Why Does America Have Wartime Price Control?" presents basic facts for the past four years on the gap between the total disposable income of individuals and the total value of goods and services,—a situation which has continued to exert a strong upward pressure on prices. Articles on how OPA controls wartime prices and what OPA has done describe the source of the agency's authority to establish ceilings, the method it employs, and the main steps it has taken to prevent

inflation. The benefits of price control, another article points out, have been considerable. The percentage increase in the cost of living in this war, for example, has been only about half what it was in World War No. I. Up to December 31, 1943, furthermore, estimated savings through price control totalled \$89,000,000,000 compared to total expenditures to \$330,000,000, for OPA's operation during the three-year period ending this coming June 30. The combined efforts of OPA's staff and of local citizens in making price control effective are outlined in an article, "Who is the OPA?" The activities of other nations in attempting to hold wartime prices within bounds are briefly described in "The World *vs.* Inflation." The major points about the new rationing system appear in "How to Use Ration Tokens." Of particular interest to school people is the article on "What Schools and Colleges Are Doing on the Home Front" and a selected bibliography on price control.

JUNIOR COLLEGE MAKES POSTWAR PLANS—"Junior college, as part of the great system of education in America," says President John L. Lounsbury of San Bernardino Valley Junior College and chairman of the Junior College Association's Committee on Postwar Plans, "must recognize the needs for training men and women in new concepts of international relationships and, to meet such a challenge, revise the curriculum and teaching methods accordingly. The establishment of junior colleges," he declared, "represents the outstanding contribution in the field of American education during the last three decades. It is concrete evidence of the vitality of American life." After full discussion the Association approved the preliminary report of the committee and instructed it to continue its studies and activities. "The junior college, conceived as the people's college," the report states, "is the logical educational center for developing the varied types of training which will be needed by a great group of young adults returning to the ways of peacetime living." It considers specifically the educational needs of three groups, (1) the millions of young men and women to be demobilized from the Armed Services, (2) the other millions now engaged in wartime industries, and (3) the thousands of oncoming high-school students. Many of these young people, having lost two or three years of their normal time for education, will probably turn to junior colleges, with their concentrated two-year courses of study, for the completion of their formal education. "The junior colleges of America," says the report, "must meet the challenge of postwar conditions, rethinking and revitalizing the fundamental purposes of their educational effort." The educational needs of these three large groups of young people, the report states, will demand training in (1) how to prepare for, secure, and hold a job in a peacetime world, (2) how to be retrained in new methods of production in a new world economy, (3) how to establish and manage a home and family, (4) how to live in a world at peace, and (5) how to create for themselves high levels of personal adequacy and spiritual adjustment.

NEW CLASSROOM FILMS—The Encyclopedia Britannica Films Inc., 1841 Broadway, New York 23, has recently announced twelve new Erpi Classroom Films which they have for distribution. These films are instructional, sound type for use in the classroom. Previews of the films before making selections will be arranged by the company through the school's nearest dealer. This group of films is composed of the following: *The Maritime Province, The Prairie Provinces, The Industrial Provinces, Pacific Canada, Receiving Radio Messages, Vacuum Tubes, Elements of Electrical Circuits, Principles of Cooking, Principles of Baking, Fundamentals of Diet, Care of the Feet, and Common Animals of the Woods.*

JUNIOR COLLEGE OFFICERS—At the 24th annual meeting of the American Association of Junior Colleges, recently held in Cincinnati, Roy W. Goddard, Dean of Rochester Junior College, Minnesota, was elected president of the Association to succeed Jesse P. Bogue of Green Mountain Junior College, Vermont. Other officers were elected as follows: Vice-President, Anne D. McLaughlin, Register of Georgetown Visitation Junior College, Washington, D. C.; Executive Secretary, Walter Crosby Eells, Washington, D. C.; Convention Secretary, Theodore H. Wilson, University of Baltimore Junior College, Maryland; additional members of Executive Committee to serve until 1947, Jesse P. Bogue and David B. Pugh, Supervisor of Undergraduate Centers, Pennsylvania State College, State College.

BROADCAST RECORDINGS ON POSTWAR WORLD—The Recordings Division of the American Council on Education which has been added to the New York University Film Library, 71 Washington Square South, New York City, is offering recordings of four broadcasts of the University of Chicago Round Table series on the Postwar World. These recordings are for sale or loan. A study-guide and transcripts of the recordings accompany the recordings. For further information write to the New York University Film Library at the above address.

A SET OF 64 GEOGRAPHY PICTURES—Every picture, 6 x 4 inches, was chosen to represent a type as well as show some particular place and set of geographical relationships. All conditions of environment are represented, cold, temperate, hot, arid, wet, plain, plateau, mountains. An interpretative text accompanies each picture. Picture study in geography is being increasingly stressed by leading teachers. By this means pupils make discoveries of relationships and develop skills of interpretation. The set is known as the Fairgrieve Series. It is divided into the following eight areas: British Isles, North America, South America, Central America, West Indies, Antarctic, Africa, Australia, New Zealand, Pacific Islands, Asia, Mediterranean, and Europe. The pictures may be secured from the A. J. Nystrom & Co., 3333 Elston Avenue, Chicago 18, Illinois, at 75 cents for a set of 64 pictures with postage of 15 cents additional for one set and three cents for each additional set when sent as one order.

NEW DEVELOPMENTS IN CONSUMER EDUCATION—The Consumer Education Study is steadily continuing its preparation of teaching-learning units for use in secondary schools. Two units, one *The Problems and Opportunities of the Modern American Consumer*, and the other, *Time on Your Hands*, have already been circulated in mimeographed form for criticism and for experimental use in classes. Others will be ready soon.

A series of small conferences has been held for discussion of commercial supplementary teaching materials prepared and circulated by business, free or at low cost, for use in secondary schools. These conferences are preliminary to the co-operative preparation by educators and representatives of business of criteria that can be practically used by teachers to decide which materials can ethically be used with classes. Dr. Frank W. Cyr is in charge of this project. Another series of small conferences has been held with economists in an effort to find what principles and theories underlying important economic phenomena should be understood by all consumers.

Dr. Florence E. Wagner, who has had wide experience in education and in business, has been added to the staff to represent home economics. Other additions are Howard Thomas as assistant editor and Miss Estalla Weeks as research associate. Because of the manpower shortage it has been impossible to

bring to Washington other workers who are needed. Consequently the following are developing units on a part-time basis: Dr. M. A. Travers, of the State Teachers College, Trenton, New Jersey, a unit on consumer law; Dr. Ruth Strang, Teachers College, Columbia University, a unit on continuing self-education; Edward Goldstein, Forest Park High School, Baltimore, a unit on money management; and Mrs. Mildred Weigley Wood, Phoenix, Arizona, Union High School and Junior College, a unit on intelligent shopping.

SENIOR CLASS ACTIVE IN WAR WORK—In September, 1943, Superintendent Ernest H. Chapelle and Principal Norris G. Wiltse of the Ypsilanti, Michigan, High School suggested to the Class of 1944 that they follow the example of the Class of 1943 by assuming responsibility for the school's quota in the War Loan drive during the school year. In April the Class of 1943, with a quota of \$15,000, sold a total of \$37,800 in the allotted time. The Class of 1944, encouraged by the success of the April sale, set a voluntary quote of \$44,000 for the Third War Loan Drive in order to use the slogan *\$44,000 for '44*. In spite of the fact that they were organized the second week in September, after the Third War Loan drive was well under way locally, by the time of the closing deadline the members of the class, participating 100% had sold and delivered to purchasers a grand total of \$50,900 in E Bonds. The class was organized by home rooms in order to capitalize on the zest to be gained from competition. Each home-room sponsor kept a record of the sales of her group, but the actual collection of money was done by the students who in turn handed it, with the application, to the treasurer of their respective groups. These treasurers made a daily trip to local banks or post office to buy the bonds. The responsibility which the students assumed and the seriousness with which they worked attest the willingness of youth to assume its part in the war work. Their success in this drive provides the assurance that this same class will go forward in the present drive.

INFORMATION ABOUT AUSTRALIA—A Resources Map of Australia, a poster showing the animals of Australia, with a descriptive key, and a booklet, *The Australian Way of Life*, are now being distributed by Australian News and Information Bureau, 610 Fifth Avenue, New York 20, to schools, libraries, and other educational organizations. Pupils will be interested in this material. The map is a beautiful decorative one showing the major political divisions of the continent as well as symbols showing the sections from which Australia's wealth of resources come. The poster depicts nine animals common to Australia, while the 20-page booklet gives some interesting facts about the country. A charge of 10 cents is being asked for the set, to help cover mailing costs.

MATERIAL FOR PAN-AMERICAN DAY—Emphasizing the common effort of the American Republics in the successful prosecution of the war and the importance attached to an effective postwar organization, the Pan American Union has announced that the theme of this year's Pan-American Day is *The Peoples of America: United for Victory Today; United for Peace Tomorrow*. This slogan appears on an attractive poster prepared by the Pan American Union, bearing in color the flags of the 21 American Republics. Pan-American Day is observed annually on April 14th, and has been proclaimed officially by the Governments of all the American Republics. In keeping with the practice of previous years, the Pan American Union, the international organization of the 21 American Republics with headquarters in Washington, announces the preparation of material which is offered to schools and colleges, clubs, civic and commercial associations, and other groups interested in arranging Pan-American Day programs. A pamphlet, *The Americas: Yesterday-Today-Tomorrow*, sets forth the historical develop-

ment and basic principles of the Pan-American movement, the position of the American Republics in the present world conflict, and some observations on the Americas in relation to the postwar world.

A complete list of the literature prepared for Pan-American Day in 1944, which is available on request addressed to the Pan American Union, Washington 6, D. C., is as follows: *Pan-American Day*, Suggestions for its observance; *The Americas: Yesterday-Today-Tomorrow*; *What Do You Know About Pan-Americanism?* A series of questions; *The Bulletin of the Pan American Union*, The February, 1944, issue of the Monthly Bulletin will contain a series of short stories, poems, and descriptive articles on the American Republics; *Six Lessons in Spanish*, Conversational Spanish for high-school and elementary college classes; *Six Lessons in Portuguese*. Same as above, in Portuguese; *The Promise of the Americas*, a pageant for grades three to six; *Latin American Bound*, a play for junior and senior high-school groups; *Let Us Be Friends*, a play for junior high or seventh and eighth grades; and *Great Names in Latin American History*, a radio sketch which might also be arranged as a high-school assembly program.

NATIONAL CHINA BOOK WEEK—The Office of War Information has scheduled an information program on China for the month of March. At OWI's request, the American Library Association is setting aside March 25-31, 1944, as China Book Week to be celebrated in school, college, and public libraries. The purpose of China Book Week is to encourage reading and discussion on China, with a carry-over of interest into succeeding months. Librarians have been asked to address meetings on China as interpreted through books; to arrange lectures, forums, film showings or receptions with the joint sponsorship of local groups or individuals; to provide organizations with book lists, book displays or program suggestions. Schools are urged to participate in local plans or to schedule their own observances of China Book Week with the help of local libraries. The American Library Association, 520 North Michigan Avenue, Chicago, Illinois, has devoted the January, 1944, issue of its *ALA Bulletin* to this subject. In addition to a number of articles giving specific attention to making the Week a real success, suggestions as to source materials are also included. This may be secured for 25 cents. Another source of information is that prepared by Dr. C. A. Arndt, Senior Specialist in Far Eastern Education, U. S. Office of Education, Washington, D. C. and entitled, *China*. It is a 6-page annotated bibliography and may be secured free, direct from the author.

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Write for prices in quantity lots to the

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

The Book Column

Professional Books:

BAXTER, BERNICE, AND CASSIDY, ROSALIND. *Group Experience, The Democratic Way*. New York: Harper. 1943. 218 pp. \$2.50. Growing recognition of the urgent need of an innate public-service attitude in those who will occupy positions of leadership in tomorrow's world marks this as a book of exceptional timeliness and importance. All who are helping to prepare youth for participation in democracy will find here the working answers to the question uppermost in their minds: How shall youth be educated in order to be prepared to live with a belief in, and respect for, a democratic form of government? The authors show how this question is being answered in actual experience with group leadership in such typical situations as city-block organizations, Hi-Y clubs, camp activities, etc. and what guiding principles and specific techniques are already bearing fruit.

BOWMAN, D. O. *Public Control of Labor Relations*. New York: Macmillan. 1944. 504 pp. \$5.00. An analytical, detailed, documented survey of the whole course of labor legislation during the past decade of crisis. It contains a full discussion of the policies evolved by the NLRB; a complete record of the Board's decisions, personnel, and methods; a thorough examination of the relationship of the Board and the courts; and of Congressional attitudes and decisions. For a better understanding of labor laws, a knowledge of the machinery existing for the solution of labor problems, and a guide to the most effective use of this machinery, this book will be found authoritative as a guide to the vital problems of employer-employee relationships.

BURGIN, MIRON, editor. *Handbook of Latin American Studies: 1941 No. 7*. Cambridge: Harvard Univ. Press. 1942. 649 pp. \$4.00. The book is a selective guide to the material published in 1941 on anthropology, archives, art, economics, education, folklore, geography, government, history, international relations, labor and social welfare, language and literature, law, libraries, music, and philosophy. This handbook is an annual publication prepared under the auspices of the Joint Committee on Latin American Studies, a national group of specialists representing the principal fields of the humanities and social sciences. The editor aims to record, with critical and informative notes on significant items, the important publications of the previous year in the several fields. It is a selective guide and not a comprehensive list. In addition to the sections devoted to the separate disciplines, a number of special articles are included each year. This volume as well as others of this annual series is an annotated bibliography which no one who is interested in the study of Latin America can afford to be without. Its organization, classification, and annotations are such as to make it a most serviceable aid.

BURKE, A. J. *Defensible Spending for Public Schools*. New York: Columbia Univ. Press. 1943. 379 pp. \$4.50. The public wants public schools—and good ones. But the public, or certain portions of it, objects at times to the amount of money which the schools require. This was particularly true during the depression, and is increasingly true now, when taxes are mounting rapidly to meet the needs of wartime finance. Spending for education can be defended only on the basis of a thorough knowledge of what our schools spend their money for and why the amount spent has increased a great deal during the

past forty years. Dr. Burke considers educational spending in relation to other governmental spending, to the country's economic system and condition, and to special factors, such as the changed status of women, the trend toward urbanization, and the rise in living standards. He states the problems and summarizes the facts and principles of public school finance, never losing sight of the fundamental educational issues involved. Educators, public administrators, taxpayers, and others who seek to plan, defend, or criticize public school spending will find this study helpful.

DARLEY, J. G. *Testing and Counseling in the High-School Guidance Program*. Chicago: Science Research Associates. 1943. 224 pp. \$2.60. Contains the main elements of counseling and testing and the information a counselor needs to know about a student in order best to diagnose his case. Counselors, teachers, and librarians will make frequent reference to this book's excellent presentation of the use of tests and interpretation of their results. The author has made a simple presentation of the basic elements of statistics. The conversational tone used in the book adds to its readability.

DAVIS-DUBOIS, RACHEL. *Get Together Americans*. New York: Harper. 1943. 182 pp. \$1.75. A record of the author's pioneering in intercultural education and relations and a statement of her philosophy. It suggests friendly approaches to racial and cultural conflicts through the neighborhood Home Festival. It is a practical manual for social interaction among Americans of various racial, national, and religious backgrounds.

Division of Public Inquiries, Office of War Information. *U. S. Government Manual, Winter 1943-44*. Washington 25, D. C.: Supt. of Documents. 1943. 702 pp. \$1.00. A reference book of integrated authoritative information on the organization and functions of the departments and agencies of the Federal government. It is up-to-date as of December 1, 1943.

Education and the United Nations. Washington, D. C.: American Council on Public Affairs, 2153 Florida Ave. 1943. 112 pp. \$1.00. On orders of fifty or more, a discount of 40% is given. A report of a joint Commission of the Council for Education in World Citizenship and the London International Assembly. This publication is a well-ordered contribution to the discussion of a complicated problem. It presents a sketch of the problem which will attend the restoration, extension, and improvement of education in postwar Europe. It invites discussion looking toward a clarification of proposals which may merit official collaboration by the United Nations. It reflects a profound understanding of conditions in the various European countries and of the ideas of educators who have had direct experience with the war.

FAIRCHILD, H. P., editor. *Dictionary of Sociology*. New York: The Philosophical Library. 1943. \$6.00. This book consolidates and standardizes the usage of the best writers and scholars in its field. It provides a precise working terminology, thereby adding to the scientific standing of Sociology. It helps to avoid many misunderstandings, both academic and popular. It is the result of the co-operation of one hundred distinguished scholars, each recording the most authentic interpretation of the important concepts in the field of sociology. The book is in this sense truly up to date, and has taken cognizance of the many and vital changes that occurred during the last decade. It contains approximately 3600 selected terms.

FERGUSON, ERNA. *Chile*. New York: Knopf. 1943. 341 pp. \$3.50. A chatty and occasionally amusing book. A travelogue which in a limited way treats of the country's contemporary social, economic, and political problems.

Follow-up of Secondary School Students. Lansing, Michigan: State Board of Education. 1943. 25c. This is No. 1 of the series, "Leads to Better Secondary Schools in Michigan." It is a report of a study made of procedures and techniques used in conducting a follow-up of graduates and drop-outs from secondary schools.

FREUD, ANNA, AND BURLINGHAM, D. T. *War and Children.* New York: Medical War Books. Information Center, 227 West 13th St. 1943. 191 pp. \$4.00. A 10% discount is given to all Educational and Welfare organizations. A work based on actual wartime experiences with children, providing a basis for peacetime planning and living. It is a book whose poignant message should reach all those who are in any way connected with children. It contains chapters on: War Experiences, The Child's Understanding of the Situation, Reaction to Destruction, Five Types of Air-Raid Anxiety, Reaction to Evacuation, Development of the Mother-Relationship and the Effect of Separation from Mother at the Various Stages, The Mother Relationship of the Child Between Three and Five Years, Further Fate of the Child-Parent Relationship, Normal and Abnormal Methods of Outlet, Return to Infantile Modes of Behavior, and Abnormal Withdrawal of Emotional Interest from the Outside World.

GILBERT, C. R. *Devotions for Youth.* New York: Association Press. 1943. 144 pp. \$1.75. The book contains more than 100 devotional stories and programs helpful to youth leaders as well as useful in school assemblies where the author has developed much of it. Based on the daily life problems and experiences of young people, they are designed to meet certain educational and religious needs of youth.

GLASS, BENTLEY, *Genes and the Man.* New York: Bureau of Publications, Teachers College, Columbia Univ. 1943. 386 pp. \$3.50. This volume attempts to integrate the field of reproduction, genetics, and growth and development as they relate to human life. The story presents the individual as an organism continuously growing and developing along lines laid down by the hereditary pattern but modifiable by external circumstances.

GREET, W. C. *War Words.* New York: Columbia Univ. Press. 1943. 137 pp. \$1.50. A pronunciation guide to the names in the news developed for the use of speakers on the Columbia Broadcasting System. Each entry is re-spelled two ways: first in a simplified Websterian alphabet, then phonetically without special markings. It contains useful general notes on the pronunciation of names in many foreign countries.

HATHAWAY, WINIFRED. *Education and Health of the Partially Seeing Child.* New York: Columbia Univ. Press. 1943. 216 pp. \$2.50. The partially seeing child is a misfit in schools for the blind, and equally at a loss in classes for normally seeing children, if no special provisions are made to meet his problems. The first class for partially seeing children in America was not organized until 1913, and even today such classes are for the most part confined to larger cities. Thus many thousands of children are being deprived of their rightful share in the universal education which a democracy is supposed to guarantee. The author presents material gathered from many sources. This includes a brief history of the growing realization of the need for special educational procedures, the establishment of schools and classes in Great Britain and on the Continent to meet this need, and the establishment of the first class in America in 1913 in the city of Boston, Massachusetts. The book traces the

movement up to the present time when there are 630 classes established in 222 cities and towns in 31 states, the District of Columbia, and Hawaii, having a total enrollment of approximately 9,000 girls and boys. Certain chapters of the book are devoted to education *media* designed for the use of such children—books in large type, maps and pictures with definite outlines and few details, special paper, chalk, pencils, typewriters with large type, and where possible, mechanical devices such as radio, Talking Book, dictaphone. The author, however, makes suggestions for substitutions where such material is not available. Mrs. Hathaway stresses the importance of teachers well prepared for this work through means of special courses following fundamental educational training and experiences, and equally well-prepared supervisors, not only those of special education, but elementary and high-school supervisors—state, city, and county—who should be able to give assistance to teachers in both urban and rural communities. Other chapters deal with the physical and mental health of partially seeing children and the effect of deviations from the normal on educational processes and procedures. The application of modern educational methods of non-segregation is brought out, correcting the idea that the establishment of special classes for such children means cutting them off from contact with their companions.

HENDERSON, A. D. *Vitalizing Liberal Education*. New York: Harper. 1944. 202 pp. \$2.50. The book is a modern program of college education related to today's needs and social changes. It presents persuasively proposals at opposite poles of educational philosophy from Van Doran's *Liberal Education* and is thus bound to arouse enthusiastic agreement or its opposite. The author, president of Antioch College, has had unusually rich experience to lend authority and significance to his examination of the educational scene. Readers of Van Doran's recent volume, educators, and everyone who is concerned with the improvement of the American college and the development of a truly liberal education will find this book a provocative book.

HINDUS, MAURICE. *Mother Russia*. New York: Doubleday, Doran. 1943. 395 pp. \$3.50. An account of the Russian people in 1942—the people who again and again have amazed the world by turning back the ruthless and powerful German Army. The book tells what those people are like and explains how and why they have been able to achieve military miracles. It tells how they live in this war—how men, women, and children work and fight; how, whenever they can, they enjoy themselves; what they read and what they believe in; what they are fighting to preserve and to achieve; and what changes the war has brought about. Three chapters are devoted to the life stories of Liza, Shura, and Zoya—two girls and a boy—outstanding heroes of Russia today—all three were hanged by the Nazis.

IRWIN, L. W. *Curriculum in Health and Physical Education*. St. Louis, Mo.: The C. V. Mosby Co., Pine Blvd. 1944. 391 pp. \$3.50. There has been a decided need for a book on the curriculum in health and physical education which presents desirable activities, practices, and procedures, as well as other factors affecting the curriculum. This new book presents in a logical manner the important problems of curriculum construction and conduct of activities. It presents a sound approach to the curriculum in health, physical education, recreation, and safety—as it has been conceived and developed through experience in the democratic plan of education in the schools and colleges of America. It is based on the desirable and successful activities and practices which have evolved through experience. The text is especially planned to clarify the thinking and give a basis for planning and establishing the best

possible programs on the parts of teachers and school administrators. Also, it is designed as a text in curriculum for use with both undergraduate and graduate students in professional courses in health and physical education. It not only considers the curriculum in health, physical education, recreation, and safety, but it also shows the relationship of each, plus a consideration of the problems surrounding the curriculum which are extremely important to the selection and conduct of activities. The curriculum presented in this book is the result of many years of study and experimentation with many types of activities at the elementary, junior high-, and senior high-school levels.

LOEWIN, L. L. *Postwar Plans of the United Nations*. New York: The Twentieth Century Fund. 1943. 320 pp. \$2.50. It is a factual and objective survey of proposals and programs for postwar reconstruction within the various United Nations. Some of these plans have been formulated by governments or government officials, others by employers' associations, labor unions, or special groups within the country. No attempt is made to evaluate specific plans, or to relate them to international politics. Wide differences occur in the economic means chosen to accomplish the ends proposed. Certain common aims do emerge, however, such as full employment and emphasis upon improvement of the economic and social condition of the mass of the people, and the plans taken together paint a dramatic picture of world-wide enterprise and possible material and social progress. This book endeavors to fill the need for a single, compact volume which will present the domestic postwar plans, so far as now known, of the various United Nations. It is offered with the conviction that the more clearly our goals for the peace are defined, the greater will be the vigor with which we carry on the war—and the more likely we are to avoid the disasters of the years which followed World War I. Knowledge of conflicting elements in these plans may help us to make the needed mutual adjustments. The book will have very practical values for businessmen and social and economic planners, and it will interest every citizen who realizes how deeply our own future is meshed with the movements of the whole world neighborhoods of which we are now a part.

MACCONNELL, C. M., MELBY, E. O., AND ARNDT, C. O. *New Schools for a New Culture*. New York: Harper. 1943. 229 pp. \$2.50. This book tells the encouraging and exciting story of the conspicuous success of a pioneer experiment in high-school education conducted since 1937 at the New School, Evanston, Ill., and in which the interest of the country's leading educators has been keen, hopeful, and favorable. The authors contend that public education has failed to meet the democratic challenge by providing the educational environment and teaching methods essential to the very existence of our democracy. And they show what the New School has done at the secondary-school level to "explore the values of democracy, teach its processes, and establish habits and attitudes" which produce good citizens for America.

MAGER, N. H. *Practical Tests for All Jobs*. New York: Crown. 1943. 248 pp. \$1.98. Gives information about Army, Navy, Air Corps, government service, and industry's testing program for those within or considering entering. Contains sample forms for all these divisions as well as suggestions for taking the tests. It contains practical material, study outlines, mathematics refresher, vocabulary builder, grammar, and better speech refresher, mechanical aptitude, office and clerical practice courses, general intelligence, and many other aids, as well as a special section on college-entrance tests.

- MAGOUN, ALEXANDER. *Balanced Personality*. New York: Harper. 1943. 304 pp. \$3.00. Here is a brightly written and exceedingly interesting exposition of the makeup and function of the personality which the author conceives as a teeter-board with Desire and Conscience exerting opposing force at either end while Wisdom mediates their conflicting needs in the center. The book will be helpful as an aid to self-understanding and in dealing with others because it applies this graphic concept to practical problems of everyday living through numerous concrete examples of behavior.
- MCWILLIAMS, CAREY. *Brothers Under the Skin*. Boston: Little, Brown. 1943. 325 pp. \$3.00. The author with careful documentation traces the past history of our discrimination against the negro, Indian, Mexican, Japanese, Chinese, Hawaiian, Puerto Rican, and Filipino, and relates this situation to the war effort and the peacetime world. If you found *Factories in the Field* informative and convincing, you will find this book even more so.
- MELBY, E. O., editor. *Mobilizing Educational Resources*. New York: Harper. 1943. 242 pp. \$2.50. Representative educational authorities such as Theodore Bremeld, William H. Kilpatrick, George S. Counts, and others give timely, constructive consideration to two issues which are today uppermost in the minds of leading educators: (1) The need of a national clearing house for the use of educational resources by numerous government war agencies; and (2) the inevitable need for some national authority in educational policy and support. State education officers, superintendents, school board members, and professional teaching organizations interested in how the postwar-period policies requiring national unity in education can be reconciled with assurances of local autonomy in the conduct of local education will find this volume of interest. This is the Sixth Yearbook of the John Dewey Society.
- MURSELL, J. L. *Music in American Schools*. New York: Silver Burdett. 1943. 312 pp. \$2.60. Following an introduction of the philosophy of music training, the author discusses the teacher, teaching materials, and course sequence. He contends that a good musician does not necessarily make a good teacher, that there is no hard-and-fast rule for classifying music as good or poor and that the rigid assignment of materials to certain years is not defensible. These represent only a few of his discussions. The latter part of the book discusses rhythm, reading, voice, and instrument, creative expression, and public performance. The book is written rather largely with the beginning teacher in mind.
- NASH, WALTER. *New Zealand, A Democracy That Works*. New York: Duell, Sloan and Pearce. 1943. 335 pp. \$3.50. A complete picture of modern New Zealand—its men and resources, its history and life, the nation at war and its hopes of the future. The author also presents his ideas on world organization and reconstruction after the war—ideas which call for a "new Pacific" and the end of imperialism.
- PADOVER, S. K., editor. *The Complete Jefferson*. New York: Duell, Sloan and Pearce. 1943. 1322 pp. \$5.00. Here for the first time are all the major writings (except his letters) of Jefferson, the earliest written in 1765 and the last one in 1826, the year he died. Every important paper is included in full text. It may be read for pleasure or consulted for reference.
- PAINTO, E. F. A. U. *The Commencement Manual*. Chicago: Beckley-Cardy, 1943. 370 pp. \$1.75, paper 75c. Out of 20 years of experience the author has written and arranged material that will assist the busy teacher in planning and carrying out commencement programs. It contains models of salutations,

valedictories, addresses and responses, class poems, song histories, baccalaureate sermons, prophecies, wills, yells, mottoes, flowers, colors, class plays, novel programs, and other suggestions.

PAULMIER, HILAH, AND SCHAUFFLER, R. H. *Pan-American Day*. New York: Dodd, Mead. 1943. 327 pp. \$2.50. This latest volume in the widely-used *Our American Holiday* series is an anthology of the best prose and verse on Pan-Americanism and the Good-Neighbor policy. It contains essay material and selections for pupil study and class discussions on the 21 American republics, on the history and ideals of Pan-Americanism, including the political and economic aspects of the subject; the development of President Franklin D. Roosevelt's Good-Neighbor policy; hemisphere co-operation and defense; and other pertinent aspects of Pan-Americanism discussed from a variety of viewpoints to give school pupils a thorough survey of the subject. The book contains seven original plays, poems, and other material for assembly programs, as well as speeches and sayings. This is an altogether timely book. It meets an increasing demand for material on Pan-Americanism, for use by schools, clubs, and similar groups, and by individuals who are preparing to write or speak on the subject.

RIVLIN, H. N., AND SCHUELER, HERBERT, editors. *Encyclopedia of Modern Education*. New York: The Philosophical Library, Inc., 15 E. 40th St. 1943. 902 pp. \$10.00. This large volume attempts to give a comprehensive yet brief discussion of the more important items included within the field of education. The central purpose has been to offer a means of deepening laymen's as well as educators' insight into the problems confronting the schools of today. Its major interest is to aid the students of education as well as teachers, administrators, and other interested persons to find clear and concise explanations of the basic terms, ideas, and movements of modern education. Every effort has been exerted to have the article accurate, clear, impartial, concise, and helpful. The articles range from as specific an item as the teachers' legal responsibility for accidents occurring in school to as fundamental a question as the role of indoctrination. Discussions on the educational practices of the countries in the Americas are included. Controversial subjects are not omitted; they are discussed by persons well qualified.

ROE, ANNE. *A Survey of Alcohol Education in Elementary and High Schools in the United States*. New Haven, Conn.: Quarterly Journal of Studies on Alcohol, Publishers, 4 Hillhouse Avenue (1905A Yale Station). 1943. 132 pp. \$1.00. A comprehensive analysis of alcohol knowledge as presented in the American schoolroom. Part I, "Teaching Practices and Teaching Materials," analyzes the contents of 166 books and publications, including 137 textbooks now used in elementary and high schools, public, parochial, and private, throughout the United States. The texts intended to educate children and adolescent on the subject of alcohol and its effects are tabulated systematically, and discussed critically from the viewpoints of scientific validity and pedagogic caliber. A special section is devoted to recommendations. The author's survey reveals that a considerable portion of the material about alcohol contained in American school textbooks is scientifically invalid. She points out that writers of many textbooks on biology, physiology, hygiene, etc. have sought to advocate the cause of total abstinence rather than present the known facts about alcohol and its effects. This is criticized as pedagogically unsound. She says: "The actual facts about the misuse of alcohol are sufficiently disturbing. They do not need embellishing, and to do so is not only

pedagogically unsound but unwise as well, since it is likely ultimately to defeat the purpose for which it was done." (p. 82). "If the methods or approach used in teaching the effects of alcohol differs in any respect from the method or approach used in teaching the general subject in which a unit on alcohol has been included, it can only create confusion in the mind of the student and vitiate not only the teaching about alcohol but about the whole subject in which the unit has been incorporated." (p. 9) The textbook material on the effects of alcohol is also found to be deficient in a number of respects. For example, few textbooks give sufficient emphasis to the undesirable effects of excessive alcohol intake on nutrition; and, again, "Education of students to public responsibilities in the matter of the alcohol problem has been seriously neglected." (p. 85) Part II, "The Legal Regulations of Alcohol Education," analyzes the laws of the 48 states and the District of Columbia which made mandatory the inclusion of alcohol education in the school curriculum.

RUNES, D. D. *Twentieth Century Philosophy*. New York: Philosophical Library, Inc., 15 E. 40th St. 1943. 571 pp. \$5.00. The purpose of this book is to present to the student of contemporary thought an overview of present-day philosophical trends by means of carefully chosen and elaborated essays which are broad enough to cover the entire field of modern philosophical investigation. The reader will deeply appreciate the wealth of speculative learning stored up in the twenty-two essays that make up this timely and instructive book, one of the finest, clearest, and most helpful guides of its kind. It contains among others the last systematic writings of the eminent thinker, James H. Tufts, who passed away while this book was sent to press. *The New Haven Journal-Courier* comments: "Simply written, although technical in detail and often deep in content, this group of 22 essays on philosophical trends contains a wealth of research and learning. Not only for the student on contemporary thought, but for the individual interested in philosophical investigation, these articles on Ethics, Philosophy of Life, Personalism, The Story of American Realism, and Philosophies of China, are but a few of the timely topics which will hold your attention."

SACHS, CURT. *The Rise of Music in the Ancient World, East and West*. New York: W. W. Norton. 1943. 324 pp. \$5.00. The history of music from ancient times to the middle ages. This book covers all the different, yet closely related, styles of the ancient world in the East and the West. It is a synthesis which shows how for thousands of years music has been held in balance between the material and the immaterial, the rational and the irrational. It demonstrates how races living far apart have met in strange parallels in music—the Greeks and the Japanese, the Europeans and the North American Indians. It gives distinct outlines to primitive styles, reinterprets Oriental systems, opens an entirely new perspective on Greek music, and exposes the roots from which the music of the West has grown. After a comprehensive section on primitive music, the book describes the music of the four great regions of the ancient world—the Western Orient, Egypt, Sumer, and Babylonia; the music of China and Japan; the music of India; and Greece and Rome. The book concludes with a discussion of the Greek heritage in the music of Islam and the beginnings of medieval music in Europe.

SCHOOLMAN, REGINA, AND SLATKIN, C. E. *The Enjoyment of Art in America*. Philadelphia: J. B. Lippincott. 1942. 702 pp. Format 9x12 inches. \$12.50. This is a survey of the permanent collections (740 illustrations) of painting,

sculpture, ceramics, and decorative arts in American and Canadian museums. It is an introduction to the masterpieces of art from prehistoric to modern times. This book represents the only comprehensive attempt to gather in one volume the treasures in the world of fine and applied art, housed in the museums of North America. It presents in text and pictures the whole history of art from that of the Ancient East up to the present day. Exhaustive research and the generous co-operation of museums and galleries have made this volume possible.

In it we find that not only are the treasures of European painting and sculpture represented in this country but also the finest of Oriental art in the world. Museums both great and small are represented. They offer through the medium of this book a journey through the great stages of the world's creative achievement. The book is intended as a guide to the various schools and periods of art; not only to Western painting which recent years have seen so widely popularized but to those neglected masterpieces. It illustrates the works of art produced in every major period, in the hope that many fine examples of truly great art which have hitherto been neglected by students and museums visitors will bid equal attention with the more publicized works of well-known masters. In times of war, even more than in peace, the need for spiritual communication with other lands and earlier epochs, for a "community of memory and hope" must not be denied. While no one book can show more than a small fraction of all the works of art, this volume does offer a comprehensive view of these human elements, symbols of other cultures. Herein one has a picture of the social and cultural evolution of the American people. The 17 chapters cover the art of Ancient Egypt, Mesopotamia, Greece and Rome, Persia, India and Indonesia, China, Japan, Byzantine, and pre-Columbian Art of the Americas as well as such schools of art as Italian, Flemish, Dutch, Spanish, German, French, English, and American.

SHIPLEY, J. T., editor. *Dictionary of World Literature*. New York: The Philosophical Library. 1943. 633 pp. \$7.50. Presents essential materials for an understanding of a work of literary or theatrical art. A survey of the forms and techniques of the various literary arts, their principles and problems, arranged in dictionary form for quick reference. It covers definitions related to literature, literary problems, schools of literary thought, as well as techniques, forms, and methods of all branches of literature including the theater.

SMITH, M. W., STANLEY, L. L., AND HUGHES, C. L. *Junior High-School Education*. New York: McGraw-Hill. 1942. 470 pp. \$3.50. A comprehensive survey of modern junior high-school education useful as a text for teachers in training and as a reference for administrators and teachers in service. It is based upon a broad educational-social philosophy in relation to the data of child growth and development, the psychology of learning and adjustment, and the successful procedures for teachers and administrators. Special attention is given to recent experimental evidence and to advances in educational methodology. It presents the historical educational background and prospective out of which the junior high school emerged, the characteristics of pupils and the social conditions that indicate a continuing need for junior high-school education, the guidance program, and special provision for exceptional children, the program of studies as the center of developmental activities and as a means of realizing the objectives of the junior high school, and the dependence of the entire program upon suitable administrative procedures and relationships.

- STRANG, RUTH, AND HATCHER, LATHAM. *Child Development and Guidance in Rural Schools*. New York: Harper. 1943. 218 pp. \$2.50. This book brings together adequately in one volume the story of vocational guidance practices for rural communities in the larger setting of the whole problem of child development work. The authors have not only brought to bear the best educational theory upon their subject but have made the book replete with specific accounts of successful procedures in the several areas of activity which they recommend. The book will be found an invaluable addition to the literature of rural education and guidance and should prove especially useful to teachers, guidance officers, and students in schools of education.
- SUBERCASEAUX, BENJAMIN. *Chile, A Geographic Extravaganza*. New York: Macmillan. 1943. 255 pp. \$3.00. Translated by Angel Flores, the book describes the geography, resources, people, and history of Chile. There is not a great deal about Chilean life and institutions as well as no comprehensive map.
- TAUBES, FREDERIC. *Studio Secrets*. New York: Watson-Guption Publications. 1943. 134 pp. \$3.50. Discusses sound technical practices and a knowledge of materials that are essential if the best examples of contemporary oil paintings are to be available a few decades from now. The author not only describes the best media and methods of today but also those of the old masters. The thousand-and-one questions raised by the artist are answered in an authoritative way. The section on frame making tells the painter how he can produce frames negligible in cost yet superior in appearance. The more advanced art students in high school will find much of interest as well as of help in this book.
- TOMLINSON, EDWARD. *The Other Americans*. New York: Scribner. 1943. 456 pp. \$3.00. An authority on inter-American affairs writes an informal and vividly informative book about the countries from Mexico down to the farthest tip of the southern continent. These descriptive stories depict each nation complete in itself.
- TROUT, D. M., editor. *The Education of Teachers*. Hillsdale, Mich.: Hillsdale School Supply Co. 1943. 200 pp. \$1.50, two or more copies, each \$1.25 plus postage. The book discusses such questions as what Michigan communities expect of their teachers, what the colleges of the state offer teachers in training, and what teacher needs are not being met wholly or in part. It is especially helpful to students, teachers, administrators, and to study and discussion groups interested in the teaching profession and the training of teachers. More than one hundred practices in the preparation of teachers are reviewed and evaluated by college presidents and deans, teacher-training faculties, and the students themselves. The book is a symposium. It includes the direct contribution of many of Michigan's most noted educators and reflects the finding of many years of study and research in the training of teachers and the courses offered in teacher-training institutions. The book is published by the Michigan Co-operative Education Study.
- U. S. Department of Commerce. *Irrigation of Agricultural Lands*. Washington, D. C.: Supt. of Documents. 1942. 689 pp. \$2.25. Discussion and statistics on irrigation enterprises, areas, irrigation works, investments, indebtedness, maintenance, and operation, water used, pay roll, employees, and irrigated crops, with detailed statistics for drainage basins and counties, and summaries for states and the United States as found in the sixteenth census of the United States, 1940.

U. S. Department of Commerce, Bureau of Census. *Statistical Abstract of the United States 1942*. Washington, D. C.: Supt. of Documents. 1943. 1097 pp. \$1.75. This volume is the 64th annual edition which includes summary statistics on many subjects from governmental and non-governmental sources. In order to obtain information which will be useful in evaluating material to be included in this volume, a postcard has been inserted in each copy of the new edition. Readers of *The Bulletin* who are users of the Statistical Abstract are urged to fill in and return this postcard. Comments and suggestions for improving the usefulness of this book will receive careful consideration. Such letters should be addressed to the Director, Bureau of the Census, Washington 25, D. C.

VICKERY, W. E., AND STEWART, G. C. *Intercultural Education in American Schools*. New York: Harper. 1943. 214 pp. \$2.00. This book, dealing with the proposed objectives and methods and the first of a series of volumes on the problems of race and culture in American education, fills the urgent need of teachers, especially in secondary schools, for guidance and working suggestions on how to educate for a sympathetic understanding and handling of race and cultural relations in American society.

Webster's Biographical Dictionary. Springfield, Mass.: G. & C. Merriam. 1943. \$6.50. 40,000 noted men and women of all countries—historical and contemporary—from every field of human activity—presented in a single volume, with concise biographies and name pronunciations, this handy reference Merriam-Webster dictionary of biography supplies the widespread present need for a single, handy volume which not only provides essential information on celebrated persons from all nationalities, periods, races, religions, and occupations—but which also indicates unmistakably the correct pronunciation in the language of each subject. Whenever you meet with a famous person's name in a paper or book, or hear it mentioned in conversation, *Webster's Biographical Dictionary* will instantly extend your knowledge.

Webster's Dictionary of Synonyms. Springfield, Mass.: G. & C. Merriam. 1943. 907 pp. Thumb index \$4.00; without thumb index \$3.50. A book of synonyms in which words of like meaning are not only grouped together but are distinguished from each other by careful discriminations and illustrations of use. The words are listed in groups of similar meaning. A key sentence defines the general meaning common to all synonyms in the group. The discrimination explains the variation in meaning and the more specific thought expressed by each synonym. Illustrations are drawn from the best classic and modern quotations. In addition to its synonyms, this book contains lists of analogous words, contrasted words, and antonyms, all cross-referenced.

WESLEY, E. B. *American History in Schools and Colleges*. New York: Macmillan. 1944. 148 pp. \$1.00. This is the report of the Committee on American History in Schools and Colleges of The American Historical Association, The Mississippi Valley Historical Association, and the National Council for the Social Studies of which Dr. Wesley was director. This report is the result of an organized attempt to re-state the fundamental problems in the teaching of American history. It discusses several fundamental issues. It describes the extent and quality of popular knowledge of American history; it weighs the functions of history and shows why the subject deserves attention; it surveys history programs in the schools and colleges and calls attention to the numerous popular agencies of historical instruction; it re-defines the place of history within the social studies field; it recommends the minimum con-

tent of American history courses at the various levels of instruction; it outlines a program for the education of the history teacher; it discusses the relation between the public and the teacher; lastly, it makes a series of other recommendations concerning the teaching of American history in the schools and colleges. The committee makes 23 specific recommendations. These should be studied not only by teachers of social studies but also by administrators.

- WHITAKER, A. P. *Inter-American Affairs, 1942*. New York: Columbia Univ. Press. 1943. 252 pp. \$3.00. This volume records the developments during 1942, a significant year in inter-American affairs—the diplomatic, political, and military events, and the economic, social, and cultural happenings in the life of the twenty-two American nations. Nine distinguished contributors to the volume state and analyze the facts; and nineteen statistical tables and a full chronology for the year complete its value as a reference work. It, the second annual survey of a series, is based on a concept of regionalism which is not to be identified with hemisphere isolationism. Rather, it is an "open" regionalism which recognizes the existence of strong ties between the Americas and other parts of the world. Sumner Welles has suggested that the inter-American system might serve as a model for other parts of the world, and that the future world may consist of regional international groupings co-operating for the peace and welfare of the whole globe. Knowledge and intelligent understanding of the inter-American system may thus help to bring our goal of world peace nearer to achievement. The contents of this book in addition to the foreword, introduction, list of references, appendices, and index, includes discussion of the following major topics: politics and diplomacy; industry, commerce, and finance; cultural relations; social welfare in Latin America; labor legislation in Latin America; the Inter-American Health and Sanitation Programs; Inter-American technical co-operation; and summary and prospect.

- WHITNEY, D. L. *The Elements of Research*, revised. New York: Prentice-Hall. 1942. 497 pp. \$3.75. The author deals with the entire field of research in education, developing it in a logical manner and including in his discussion a detailed explanation of all types of research with which the students of education will be faced from the selection of the problem to the close of the completed task. It is a handbook for the beginner in ordered reflective thinking rather than the experienced and seasoned scientist. This factor should make it of value to study groups and committees as a guide for reflective thinking in the conception and solution of the research project at hand.

- WUNN, R. B., editor. *Encyclopedia of Child Guidance*. New York: The Philosophical Library. 1943. 456 pp. \$7.50. Prepared by a group of outstanding authorities in the field of child guidance, this encyclopedia is the result of years-long research and preparation. It is a volume of practical value to every person or group concerned with the training and development of children. The book deals with all phases of child guidance and its many ramifications in psychiatry, psychology, education, social, and clinical work. Although designed as a guide for physicians, psychiatrists, clinicians, social workers, and educators, because of its simple and clear presentation, it can be used by the intelligent parent as well. The encyclopedia is the result of the combined work of over 50 psychiatrists, educators, and social workers. Physicians, teachers, and parents, and all others who desire information and assistance in their respective tasks, will find in this book practical discussions of all important issues germane to the subject.

Textbooks:

- IBARRA, FRANCISCO, AND COELHO, ARTHUR. *Brazilian Portuguese Self-Taught*. New York: Random House. 1943. 405 pp. \$2.50. Teaches the rudiments of Portuguese as it is spoken in Brazil. It is based on the same system used by the author in *Pan-American Spanish Self-Taught*. It ignores abstractions and concentrates on common terms and the everyday speech of the Brazilian people. It is a concise and up-to-date text, written in the idiom of these people. It concentrates on their pronunciation. The only English in the text is in the form of short notes of direction.
- IVES, I. M., chairman. *The American Story of Industrial and Labor Relations*. Albany: The Williams Press. 1943. 314 pp. Sch. ed. \$1.00. This is the result of the work of the Legislative Committee on Industrial and Labor Conditions appointed by the N. Y. State Legislature. It makes an analysis of the whole mechanism for the settlement of labor disputes. It argues that trade union rights must be matched with trade union responsibilities. It exposes labor racketeering and lack of internal democracy in the unions and shows the tyranny of the injunction, the black list, and the labor spy system. It is prepared for classroom use for 11th and 12th grade and college students.
- JACOBS, H. H. "*By Your Leave, Sir*." New York: Dodd, Mead. 1943. 260 pp. \$2.00. The story of a WAVE told in fiction style—the story of indoctrination, drill, and later Navy life. It is the story of Betty McLeod, who decided, after being through several London air raids, that becoming a WAVE would give her the opportunity she wanted of doing a job close to the war.
- JARRETT, E. M. *El Camino Real*, Book Two. Boston: Houghton, Mifflin, 1943. 633 pp. \$1.96. Some of the features of this 37-chapter book on second-year high-school Spanish are: a cultural approach, review lessons, scientific selected vocabulary and syntax, an anthology, oral work, letter writing, a large amount of reading matter, graded word presentation, and pronunciation aids. The format and pictures are exceedingly attractive.
- KANY, C. E. *Spoken Spanish for Travelers and Students*. Boston: D. C. Heath. 1943. 281 pp. \$1.28. Offers a conversational Spanish course to students, travelers, and tourists in Spanish-speaking countries—90 exercises. Each one is composed of from 16 to 20 sentences in Spanish dialogue, with the corresponding English. The book also has an abridged grammar and notes.
- KELLS, L. M., AND OTHERS. *Elements of Trigonometry*. New York: McGraw-Hill. 1943. 363. pp. This book is an adaptation of Kells, Kern, and Bland's *Plane and Spherical Trigonometry* to the secondary-school level, through re-arrangement of topics and simplified treatment. Retaining the well-liked variety of applications, it brings the material and the organization of the course in line with the needs of secondary-school students. The explanatory matter, the variety of illustrations, the abundance of exercises and problems, the review exercises, and the section of answers recommend the book.
- KELLY, E. P. *The Land of the Polish People*. Philadelphia: F. A. Stokes, 1943. 72 pp. \$2.00. An informational book for boys and girls on the land and people of Poland as they existed before the war, written as a basis for understanding present-day problems. Illustrated with 36 pictures.
- KENNEDY, A. G. *English Usage*. New York: D. Appleton-Century. 1942. 168 pp. \$1.25; to members of the National Council of Teachers of English, 75c. This book is concerned primarily with the study of English usage and only in-

directly with the details of usage itself. The chapter headings are: The Study of Usage, Attitudes and Policies, Obstacles to the Fixing of Usage, The Purpose of Language, Linguistic Levels, Scope and Variety of Usage, Adequate Tests on English Usage, Final and General Results, and the general bibliography classified under twelve major divisions. It is a book which should be of interest not alone to teachers of English but to administrative officers as well.

KOMROFF, MANUEL. *The One Story, the Life of Christ*. New York: Dutton. 1943. 223 pp. \$2.50. A biography of Jesus of Nazareth arranged from the four Gospels without omitting any event and without the addition of a single word not found in the authorized King James Version. It is a continuous story, without interruptions or repetitions.

KREISBERG, ADOLPH. *The ABC of Democracy*. New York: Philosophical Library. 1943. 139 pp. \$2.00. After the last "world war," 62 nations agreed to outlaw war as a means of settling international disputes under the Kellogg-Briand Peace Pact. In violation of their solemn pledge, the aggressor nations found ways and means to instigate a new war, more devastating in its moral, political, and economic aspects than the previous one. This book's purpose is to furnish a factual analysis of the basic causes of all wars and the means employed by the aggressor nations in launching the present war. With this object in view, a fundamental investigation is made of the principles underlying the political systems known as democracies and dictatorships.

LAMB, S. G. *Air Navigation for Beginners*. New York: The Norman W. Henley, 17-19 W. 45th St. 1943. 110 pp. \$1.50. A modern text for secondary schools and individual students starting the study of air navigation. Written in clear, simple language so that it is readily understandable, it is designed primarily as an introductory text for those who have not previously studied navigation. A readily understandable elementary treatise on the subject, this book is particularly desirable for secondary schools which wish to give their students a preparatory knowledge of the problems later to be encountered in aerial navigation, whether commercial or military. It is extremely valuable to the student wishing to prepare himself for service in the air arm of one of the military services.

LAMONT, ANDRE. *Nostradamus Sees All—3797*. 4th ed. Philadelphia: David McKay. 1943. 363 pp. \$2.50. Nostradamus, the greatest prophet of Europe, foretold the major events for over 400 years. Because the prophecies of Nostradamus need an interpreter who can see through the meaning Nostradamus wants to convey, the editor of each Nostradamus book is also very important.

LEBOWITZ, S. H. *Pre-Service Course in Machine Service*. New York: John Wiley and Sons. 1943. 440 pp. \$1.96. The 14 chapters of the book forms the subject matter outlined for the course on *Fundamentals of Machines* by the U. S. Office of Education and the War Department.

LITTEN, F. N. *Air Mission to Algiers*. New York: Dodd, Mead. 1943. 274 pp. \$2.00. The story of a young employee of an American oil company in Iraq, about his adventures after the German juggernaut had begun to roll and his outwitting a German plan to incite revolt among desert tribes just before U. S. troops invaded the North African coast.

LONG, ALMA. *Home Health and Nursing*. New York: D. Appleton-Century. 1943. 370 pp. \$1.72. After an introductory discussion of the background of the individual's health status, this book presents standards for good health and describes measures for judging health conditions. It then considers the body

and its maintenance; explains how, in diagnosis and treatment, the tools and knowledge of the modern scientist can be supplemented by the intelligent observation and assistance of the informed layman; and then goes into the matter of home nursing of the sick, describing the first steps to take in typical cases of common ailments, simple nursing techniques, and typical diet problems and how to deal with them. It concludes with a challenging discussion of the ways in which to maintain good health.

MARITAIN, JACQUES. *Art and Poetry*. New York: The Philosophical Library. 1943. 104 pp. \$1.75. A philosophical treatment of the art and poetry of our time—as the author states, “the intermingling of the human and poetic demands of man. Critique and philosophy (sometimes theology) meets half-way in such a work.”

MARQUART, F. S. *Before Bataan and After*. Indianapolis: Bobbs-Merrill. 1943. 315 pp. \$2.50. The story of the Filipinos as a liberty-loving, self-respecting, and independent people fighting side by side with the whites who governed them. To the early 1000 school teachers who went there in 1901 at the appeal of the U. S. government, the author pays a glowing tribute—they who laid the foundation for the most enlightened colonial relations in modern times. The author believes that American experience there offers the principal ray of hope for the future peace and successful development of the Pacific world. Here is the story of the Philippines formative years—pre-Battle of Bataan days as shown by the part played by General MacArthur.

MARTIN, FLORENCE, AND WHITE, M. R., editors. *The Treble Ensemble*. Chicago: Hall and McCreary. 1943. 128 pp. 40c. Contains 45 two-part secular and sacred choruses with each voice part arranged within the most advantageous and colorful range. The selection of choruses range from a clever arrangement of the hillbilly tunes to the sublimely beautiful oratorios. Unusual folk melodies of the Americas and of the Northern European countries, many of them appearing for the first time with English texts, are also included in the selection.

MARTIN, FLORENCE, THIEL, MILDRED, AND WHITE, M. R. *The Treble Choir*. Chicago: Hall and McCreary. 1943. 96 pp. 40c. Contains 32 two-part sacred music for the developing junior choir or for the adult choir lacking male voices. Included are nondenominational works of masters, folk melodies, carols, chorales, and anthems—an excellent variety of seasonal music. These have been set within comfortable voice range. Particular attention has been given to the lower voice so that it is interesting and melodic. The accompaniments are simple and colorful.

MAWHINNEY, T. A. H. *English Oak and Spanish Gold*. Philadelphia: David McKay. 1926. 315 pp. \$1.00. A tale of the days following the defeat of the Spanish Armada and of a lad of Devon who, with his uncle, journeys forth on the Spanish main to seek fame and fortune.

MCCAHLILL, W. P. *First to Fight*. Philadelphia: David McKay. 1943. 73 pp. \$2.50. Large format. A factual story of the U. S. Marine Corps on land, at sea, and in the air, told by one of their active members. Here is told the story of the 168-year history of the Marine in graphic and popular style. The story of the Marine's insignia, their medals, the decorations, and their uniforms, as well as their exploits, form an intensely interesting story—one that not only youth but adult will enjoy reading. The many illustrations in the book carry the stamp of a master artist.

McCLINTOCK, MARSHALL. *Airplanes and How They Fly*. Philadelphia: F. A. Stokes. 1943. 94 pp. \$2.00. A primer for boys and girls who want to understand why and how a plane flies. It includes a brief history of man's conquest of the air, a statement of the principles of aerodynamics, the chief types of planes—engines, instruments, and equipment—and a glimpse of the great future of flying. Drawings and diagrams accompany the text throughout to make every point clear.

McCRACKEN, HAROLD. *The Biggest Bear on Earth*. Philadelphia: F. A. Stokes. 1943. 114 pp. \$2.00. A story of the brown bears in the wild tundra country of the Alaska Peninsula based on the author's first-hand study. It begins with the cub, Little Roughneck, and his mother and sister in their winter den; it tells of his life in the tundra and the mighty river mouth in the salmon season; it follows each step of his development with growing enthusiasm as he becomes truly the biggest bear on earth.

McDONALD, E. F. *Youth Must Fly*. New York: Harper. 1942. 221 pp. \$2.50. Describes how gliding and soaring can be used as preliminary training for pilots. Also contains a list of gliding and soaring organizations and suggestions for a number of courses on gliding and soaring.

McNAMARA, E. J., AND BATEN, C. E. *Rational Dictation Studies*. New York: Gregg. 1943. 303 pp. \$1.32. One of the most noticeable features in this book is the generous margin on each page filled with shorthand outlines for those words of the dictation that may prove difficult for the student. The material is organized into six sections: word-retention exercises, repetition exercises, business letters, legal material, articles, and New York State Regents examinations. Business letters for stepping-up dictation are arranged so that each is only one or two words longer than the preceding letter. Separate indexes for letters, legal material, and articles, together with model letters and a letter-placement table, complete the text.

MEIGS, CORNELIA. *Mounted Messenger*. New York: Macmillan. 1943. 187 pp. \$2.00. A pre-Revolutionary story of Prudence, 11 years old, and Tom, 16 years old, two youth of the Pennsylvania colony. Tom is employed to open up a western mail route. During the French and Indian War he assists in getting horses and men to General Braddock. They both work for the unification of the thirteen colonies, a goal held in sight at this period by Washington, Franklin, and John Adams.

MEYER, J. G., GRAY, W. H., AND HANCOCK, RALPH. *Our Southern Neighbors*. Chicago: Follett, 1942. 278 pp. \$1.00. The book follows a group traveling through the countries below the Rio Grande. They start from Washington and go over the Pan-American highway through Mexico, seeing picturesque cowboys of the northern plains and the famous cathedrals and ancient ruins of the Central Plateau, the volcanoes of mountainous Central America, and the coffee and banana plantations of the lower altitudes, the towering Andes, the lonely deserts, the vast jungles, the rich pampas, and the island defenses guarding the approaches to the Caribbean and the Panama Canal. Provides basic training in Latin American history and geography at the junior high-school level.

MICHAELIS, RALPH. *From Bird Cage to Battle Plane*. New York: Thomas Y. Crowell. 1943. 248 pp. \$2.75. A history of the development of the RAF from pre-World War I days to the present—from reconnaissance duty to combat duty.

- MILLER, JOSEPH. *Arizona Indians*. New York: Hastings House. 1941. 60 pp. \$1.00. Contains 50 actual photographs representative of all the Indian tribes in Arizona. In a brief introduction the author tells about "The People of the Sun," their homes, their customs, the things they make, and their ceremonial dances.
- MONTGOMERY, R. G. *Out of the Sun*. Philadelphia: David McKay. 1943. 254 pp. \$3.00. An exciting tale of three Grumman fighter pilots, fighting over the Pacific and a fourth flyer who joins on a special mission. The story of the American Marine flyers in the Pacific.
- MONTGOMERY, RUTHERFORD. *Trappers' Trail*. New York: Henry Holt. 1943. 226 pp. \$2.00. A story of the Old American West. Jed Bent ran away with Tom Chad, one of the smartest beaver trappers of his day, to look for his brother, imprisoned by the Spaniards in California. Together they ride west on the old Santa Fe Trail, finding Jed's brother, the exciting climax of an historical drama.
- MORGAN, D. L. *The Humboldt, Highroad of the West*. New York: Farrar and Rinehart. 1943. 374 pp. \$2.50. The 23rd in the Farrar and Rinehart's "Rivers of America" books series. The story of that strange yet fascinating river, the Humboldt, in Nevada—truly the early highway to the West. Here are important yet little known facts interestingly told by the author.
- NAIDICH, JAMES. *Mathematics of Flight*. New York: McGraw-Hill. 1943. 409 pp. \$2.75. The book includes the essential topics in secondary-school mathematics required for aviation training, a background of authentic aviation information, and the basic fundamentals of aerodynamics. As a complete text, each topic is carefully motivated, clearly presented, and fully explained. Drill and review tests are included to measure student achievement.
- NORTON, T. J. *The Constitution of the United States*. New York: Committee for Constitutional Government, 205 E. 42nd St. 1943. 299 pp. \$1.00, quantity discounts. The purpose of this book is to stimulate youth in our schools as well as adults to study the constitutional principles which have given America its liberty and made this country the best place on earth in which to live. Schools will find this book an excellent source aid in the teaching of the value of our constitution and its system of free enterprise. The constitution is presented in continuity and explanatory notes are placed directly after each clause that needs elaboration. It is a book of fact and principles devoid of opinion and argumentation.
- O'HARA, MARY. *Thunderhead*. Philadelphia: J. B. Lippincott. 1943. 340 pp. \$2.75. A novel of a family's struggle for independent security by the author of *My Friend Flicka*. A story of Flicka's colt, a boy, and the mountain-rimmed country in which this ranch life and the love story takes place.
- OKINO, M. L. *Practical Standard Japanese*. Philadelphia: David McKay. 1943. 152 pp. \$3.00. A text with a minimum of grammatical construction, designed to train the learner to speak Japanese in the shortest possible time through applied examples. The text aims to familiarize the student with the necessary language used in military situations.
- ORBISON, KATHERINE. *A Handbook for Nurses's Aides*. New York: Devin-Adair, 23 E. 26th St. 1943. 196 pp. \$2.00. This handbook for nurses' aides shows, in words and pictures, the nursing procedures which must be learned and the qualities which must be cultivated if aides are to become efficient in their work.

- ORTON, H. F. *Mystery of the Old Place*. New York: F. A. Stokes, 1943. 112 pp. \$1.50. This is an exciting but wholesome mystery story solved by boys and girls—an exciting old house in delightful country surroundings. It has a thoroughly surprising, happy, and satisfactory ending. The background and characters of the story are truly American and represent the best in neighborly country life. While written for the elementary-school level, pupils of junior high-school age will enjoy reading it. The book shows one that the author has a real understanding of the tastes and interests of young people.
- OSTERGAARD, V. *Joe Below Zero*. Philadelphia: David McKay, 1943. 275 pp. \$2.00. A story of mystery and adventure in the North woods of how Joe in disguise builds up a maze of clues for the discovery of the fire which destroyed one of the cabins in a boys' camp.
- OTT, LESTER. *Aircraft Spotter*. New York: Harcourt Brace, 1943. 64 pp. \$1.00. First by separating planes into broad classifications and then looking for the combination of special features that identifies the particular plane, the reader learns to identify planes. The general classifications are: landplanes and seaplanes, monoplanes and biplanes, and single-engine and multi-engine planes. The points to observe in each are: shape and attachment of wings, tail assemblage, shape of fuselage, and shape and attachment of the engines. For this purpose many diagrams and pictures are included.
- PECK, H. M. *Young Canada*. New York: Robert McBride, 1943. 248 pp. \$2.00. A story of French-Canadian boys and girls, of fishing villages, of old and new Ontario, broad prairies, and of the undeveloped northwest and the great Alcan Highway. It is a story of how young Canadians live—their dress, their play, and their study.
- PIERCE, ANNE. *Home Canning for Victory*, school edition. New York: Silver Burdett, 1942. 106 pp. \$1.50. Tells how to can fruits, tomatoes, and acid foods, non-acid vegetables, meats, and meat combinations; how to preserve; how to pickle, and how to dehydrate.
- POLLOCK, E. R. *Yes, Ma'am!* Philadelphia: J. B. Lippincott, 1943. 172 pp. \$1.75. The personal papers of a WAAC private as revealed in the letters of one of the first volunteers to go to Des Moines.
- PRATT, THEODORE. *The Barefoot Mailman*. New York: Duell, Sloan and Pearce, 1943. 215 pp. \$2.50. Pictures vividly the simple, peaceful, yet stirring time of early settlement life in Florida between Palm Beach and Miami and the jungle wilderness beyond.
- QUILLER-COUCH, SIR ARTHUR. *Cambridge Lectures*. New York: Dutton, 1943. 312 pp. 95c. Lectures (except one) addressed to a Cambridge audience treating on various subjects such as the art of reading and studies in literature.
- RADFORD, R. L. *Marie of Old New Orleans*. Philadelphia: David McKay, 1931. 271 pp. \$1.00. The story of Pierre Feuillet, a Creole lad, held prisoner of war on a British man-of-war attacking New Orleans in the War of 1812; of Marie, his sister, who, in attempting to rescue him, is carried down the Mississippi; and finally of their escape and homeward journey.
- RATHBONE, A. D. *He's in the Sub-Busters Now*. New York: Robert McBride, 1943. 224 pp. \$2.50. This book is the exciting story of the making of sub-busters—the lads who are hunting down and killing these "rattlesnakes of the sea." It tells about the training program, what he does following training, and what are some of the things with which he works.
- RINDE, C. A. *Electricity and Its Application to Civilian and Military Life*. New

York: Harcourt Brace. 1943. 466 pp. \$1.96. This book is organized around the U. S. Office of Education and the War Department's outline, *Fundamental of Electricity* (PIT-101). A central theme, the control of electrons, unifies the text. A large part of each of the 16 chapters is devoted to detailed explanations of electrical devices as examples of the application of electricity. "Ideas to be re-inforced," scientific or technical terms, questions, experiments and problems are provided as study aids. The double-column page, the type used, the illustrations, pictures, diagrams, and charts all combine to make this book an exceedingly teachable book.

ROBBINS, H. W., and OLIVER, R. T. *Developing Ideas into Essays and Speeches*. New York: Longmans, Green. 1943. 160 pp. \$1.75. A manual for students of English composition and the fundamentals of speech, on methods of research, organization, and logical development necessary to make ideas grow into essays and speeches. It contains three major sections: recognizing ideas, gathering primary materials, and the final forms of the essay and of the speech.

ROGERS, FRANCES, and BEARD, ALICE. *Paul Revere: Patriot on Horseback*. Philadelphia: F. A. Stokes. 1943. 215 pp. \$2.00. A narrative biography of a great American from his early boyhood on the waterfronts of Boston, then as a young man apprentice to a silversmith, and then to the climax when he played his great role as the rider who saved the Battle of Lexington and helped to bind the colonies close together at that crucial time.

ROTHMAN, MICHAEL. *Build It Yourself*. New York: Greenberg. 1943. 140 pp. \$1.75. As an aid to those who desire to build things and written for the most inexperienced beginner, it explains the details of furniture construction and demonstrates them with easy-to-follow illustrations and diagrams.

SCHIRMER, ROBERT, compiler. *National Anthems of the United Nations and Associated Powers*. Boston: Boston Music Co. 1943. 132 pp. \$1.00. A complete and authentic collection of the patriotic songs of the United Nations as well as those of other countries which by declaring war or breaking off diplomatic relations and otherwise wholeheartedly co-operating with our government have aligned themselves on the side of freedom and democracy. Forty-seven anthems are included.

SCHNELL, LT. L. H., and CRAWFORD, MILDRED. *Clear Thinking, an Approach Through Plane Geometry*. New York: Harper. 1943. 358 pp. \$1.96. The authors advance 12 principles of modern philosophy of education as applied to geometry instruction. *Plane Geometry* is written, based on these principles.

SEMEONOFF, A. H. *A Key to a New Russian Grammar*. New York: Dutton. 1942. 63 pp. \$1.50. The English and the Russian of the exercises in the author's text, *A New Russian Grammar*. It also contains a comparative table of all declension ending of nouns, adjectives, and pronouns.

SEMEONOFF, A. H. *A New Russian Grammar*. New York: Dutton. 1942. 323 pp. \$1.95. A guide for reading, writing, and speaking Russian. It contains a Russian-English vocabulary. The book is the outgrowth of the author's experience in teaching Russian to foreigners (English-speaking people). She includes principles as to the best method of teaching the difficult Russian alphabet, of explaining the complicated grammar, and of setting forth rules for correct pronunciation.

SHALETT, SIDNEY. *Old Nameless*. New York: D. Appleton-Century. 1943. 177 pp. \$2.00. The story of an unnamed battlewagon manned by a green crew that not only survived the murderous attacks of Japanese dive bombers and tor-

pedo planes but shot down thirty-two planes and sank at least three Jap war-ships. A story of a fighting ship, a fighting captain, and a fighting crew.

- SMEDLEY, DOREE, AND GINN, ANN. *Your Career as a Food Specialist*. New York: Dutton. 1943. 199 pp. \$2.50. Tells what the person considering this new field will have to know as a dietitian, nutritionist, laboratory technician, food consultant, and as a person in dozens of other jobs related to this comprehensive field.
- SMITH, C. P. *He's in the Artillery Now*. New York: Robert McBride. 1943. 256 pp. \$2.50. The book explains how the big guns work and what is the day-to-day life and training as well as duty on the Front of the man in the artillery.
- SPEARS, R. W. *Better Dressmaking*. School edition. New York: Silver Burdett. 1943. 256 pp. \$3.00. The author tells the story of the three elements of good clothing: good style, good fabric, and good workmanship. It is useful information to the buyer as well as the maker of her own clothing. Modern sewing methods are used in the text, fundamental principles are clearly discussed. Ways to know good fabrics and the right colors for every type are explained. A section is also devoted to remodeling. Diagrams are copiously used to make clear the discussions.
- SPEARS, R. W. *Home Decoration with Fabric and Thread*. New York: Silver Burdett. 1940. 149 pp. \$3.25. If the readers can stitch a straight seam and do the simplest hand sewing, this book of directions and illustrations will be easy to follow and the result will be pleasing interior decorations for the home. The school hobby club for both boys and girls as well as the home economics classes will find this book of real interest.
- SPITZ, A. N. *A Start in Meteorology*. New York: Norman W. Henley, 17-19 W. 45th St. 1943. 97 pp. \$1.50. An introduction to the science of the weather. Everybody is interested in the weather—not only the meteorologist. The book is a simple introduction to the science of the weather, requiring no special educational background. It is written for the layman in simple, direct language which requires a knowledge of neither mathematics nor physics. The book does not pretend to be more than its name implies, "A Start in Meteorology." After it has been read, the reader will find that he has a surprisingly clear understanding of why the weather is what it is—and he will be able to make some predictions of his own. A novel feature of the book consists in the top edges being so chemically treated that they change in color with changing humidity. The book itself, therefore, acts as a weather instrument as it lies on the table, or stands on the bookshelf.
- STEELE, E. M. *Careers for Girls in Science and Engineering*. New York: Dutton. 1943. 189 pp. \$2.50. The author has outlined a chart and guide for young women who seek postwar careers in science and engineering—a field of untold opportunities for women.
- STEELE, E. M. *Wartime Opportunities for Women*. New York: Dutton. 1943. 181 pp. \$2.50. Needs and requirements of the WACS, WAVES, WAFFS, SPARS, and the Women's Reserve of the Marine Corps are presented as answers to the many questions millions of women are asking about their vocational life in the war effort.
- STEFANSSON, EVELYN. *Here is Alaska*. New York: Scribner's Sons. 1943. 157 pp. \$2.50. Here is the story of why Alaska is important and what her people are like. There is also a chapter on the little-known Aleutian Islands.
- STEGNER, WALLACE. *The Big Rock Candy Mountain*. New York: Duell, Sloan and Pearce. 1943. 515 pp. \$3.00. A novel about people in the development of the

- West from Nevada to Saskatchewan—a chronicle of family relationships, the clash of human motives.
- SWARTZ, D. J., GUNERMAN, M. J., AND LAFON, ALPHONSE. *Fundamentals of Shopwork*. New York: Henry Holt. 1943. 474 pp. \$1.60. A one-semester course for 11th or 12th grade pupils following the outline of the PIT 103 of the War Department and the U. S. Office of Education. It presents the fundamentals and the necessary technical vocabulary of shopwork basic to specialized service training.
- SYLVIN, FRANCIS. *Rusty Carrousel*. New York: Dutton. 1943. 382 pp. \$2.75. The novel about a 22-year old girl as a teacher in the New York City public schools and as the years spun by, her whole life began to resemble a carrousel whirling her faster and faster, as she pursued the elusive will-o'-the-wisp of happiness.
- TEALE, E. W. *Dune Boy*. New York: Dodd, Mead. 1943. 255 pp. \$3.00. The story of the early years of a naturalist on the border of the Indiana dune country as well as the story of Lone Oak and two remarkable old people who lived there.
- TODOROV, KOSTA. *Balkan Firebrand*. Chicago: Ziff-Davis. 1943. 340 pp. \$3.50. The autobiography of a rebel, soldier, and statesman who is head of the Free Bulgarian Committee in exile. In the course of Todorov's struggle for human freedom, he has been sentenced to death six times. It is a history of Europe and especially of the stormy Balkan Peninsula during one of the most fateful quarter centuries of history.
- TURNER, M. E. *Karen Long, Medical Technician*. New York: Dodd, Mead. 1943. 211 pp. \$2.00. The story of a volunteer in one of the laboratories of a hospital following her graduation from college.
- ULLMAN, FRANCES, ed. *Never to be Forgotten*. New York: Dodd, Mead. 1943. 274 pp. \$2.00. A compilation of stories and poems which appeared during the last two years in the magazine, *Calling All Girls*, for the teen-age girl.
- VAKA, DEMETRA. *Delarah*. Chicago: Ziff-Davis. 1943. 250 pp. \$2.50. In this simple and poignant story, full of quiet wit and charm, the reader is transported via the magic carpet to the everyday life of Old World Greece and Turkey, with all the color, pageantry, and ceremony of a period that is no more. Delarah, lovely, wilful, and stubborn daughter of Ali Pasha, close adviser of the Sultan, Abdul Hamid, has spent most of her days with the women in her father's harem and neither knows nor cares about the outside world. Worried about his daughter's lack of knowledge and accomplishment and though the Sultan frowns upon educating women, Ali Pasha arranged with Kimon Floras, the Greek banker whose daughter Alceme is being given an European education, to have Delarah study and play secretly at the Floras home. Two systems of living—Christian and Moslem—are interestingly and often amusingly depicted in this story. The habits and customs of Moslem life are vividly contrasted with Christian life. With this unique story is woven the story of the uprising of the young Turks and their fight for freedom. This follows with the story ending with an account of the social unrest and the lack of security and ease and even safety among a people suddenly thrust into freedom for which they have had no preparation or training. Here is a story full of pathos, humor, and character portraying people with deftness in writing by one who knows whereof she speaks, making them stand out as living personalities.
- VAN LOOM, HENDRIK WILLEM. *The Life and Times of Simon Bolivar*. New York: Dodd, Mead. 1943. 146 pp. \$2.50. An interestingly written and illustrated

story not only of a great fighter for freedom, the man who first of all had the vision of a United States for the whole of the American continent, but also of his life and times.

VAZQUEZ, ALBERTO, AND GUYER, F. E. *A Brief Spanish Course for Beginners*. New York: Longmans, Green. 1943. 218 pp. \$1.85. A concise yet comprehensive grammar, presenting the essential principles in a natural and logical arrangement. Based on a vocabulary of the words most commonly used, this text is conversational, practical, and basic. Reading, translation, and exercise material are such as to offer training in the fundamentals of spoken and written Spanish.

WHEELER, POST. *Hathoo of the Elephants*. New York: Viking Press. 1943. 333 pp. \$2.50. An interesting story about the South Indian elephant, a variety that are more intelligent than the African breed. Quoting the author: "Never let anyone try to convince you that elephants do not talk together. You cannot stay long in the jungle without being perfectly sure of it. In my last visit I had seven and about one-tenth elephants, the tenth being a three months' old baby. I had to take him along because his mother, whom I rode, simply refused to go without him. He was good most of the time. He ran away only once and she gave him a sound spanking. But what hurt his feelings most was the way the grown ones made fun of him. They used to do a very fair imitation of the way he had cried.

"The Jungle-men, who had lived with the wild elephants for so many centuries, know most about them—the games they play, their secret moonlight dances and curious marriage ceremonies and duels for herd-leadership, how they help a comrade when he is hurt or wounded, and how they go away to a hidden place to die. And one must go to the deep jungle to learn these things." This is the story he tells.

WILES, LT. COL. A. G. D., COOK, LT., A. M., AND TREVITHICK, LT. JACK. *English for the Armed Forces*. New York: Harper. 1943. 262 pp. \$1.50. Presents the essentials of military composition, speaking, and reading. It is written for the War Training Program in English.

WOLFE, D. M., HAMILTON, L. T., AND GEYER, E. M. *Enjoying English*. New York: Newsom. 1943. Seventh Year, 428 pp. \$1.32; Eighth Year, 428 pp. \$1.32. In these books the authors capitalize upon actual interest and point-of-view which strikes an instantaneous response from the pupil. They have adapted to the junior high-school level the unique Experience Theme which they introduced in their more advanced high-school books. An integral part of this plan is the reproduction of real student compositions. *Enjoying English Seventh and Eighth Years* present a balanced and flexible program, with special attention to speech skills. A feature of their comprehensive grammar sections is the large number of cartoons, illustrating grammatical rules. These books are the latest addition to the high-school *Enjoying English* series. With the Ninth Year, they form a complete junior high-school series.

WOLSELEY, R. E., AND CAMPBELL, L. R. *Exploring Journalism*. New York: Prentice Hall. 1943. 482 pp. \$3.75. The book presents an integrated study of the historical background, philosophical viewpoints, social responsibilities, vocational requirements, and specialized techniques of journalism. It is an introduction to the principles and problems of journalism as a profession. The four major divisions of the text are: The Field of Journalism (4 chapters), The Newspaper and the Magazine (4 chapters), Journalistic Practice (18 chapters), and Related Fields covering management, advertising, circulation, equipment, publicity, and journalism on the air.

WORDELL, M. T., AND SEILER, E. N. *"Wildcats" Over Casablanca*. Boston: Little, Brown. 1943. 309 pp. \$2.50. Two naval fighter pilots tell of their experience with the Grumman "Wildcat" squadron which operated from a carrier as part of the umbrella over the American landing operations at Casablanca. Lt. Wordell, skipper of one section shot down and taken prisoner, tells of what went on in the minds of the French officers and men in an exciting and revealing manner to those Americans confused by the political-military events in North Africa, subsequent to the occupation. Lt. Seiler, one of Wordell's men, gives the story from the attacker's side.

Work Project Administration. *The Mission San Xavier del Bac*. New York: Hastings House. 1940. 32 pp—28 plates. \$1.00. Tells the story of San Xavier del Bac 9 miles south of Tucson, Arizona, as it stands alone against the sky on a slight elevation in the desert. It was built by Indian workmen more than 150 years ago. It is conceded to be the finest example of pure mission architecture in the United States.

WRIGHTSTONE, J. W., LEGGITT, DOROTHY, AND REID, SEERLEY. *Basic Social-Science Skills*. New York: Henry Holt. 1943. 181 pp. \$1.20. A handbook or guide to self-instruction in developing social studies skills. It can be used in the day-by-day activities of the classroom. The pupil can use the self-testing and practice exercises in the separate workbook (*Practice and Self-Rating Exercises*, 118 pp.) to find how he rates in each skill, and to analyze his strong and weak points. This workbook is accompanied by *Answers to Practice and Self-Rating Exercises*. It will help students to become more independent, careful, and critical workers.

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